malagasy

Malagasy

Language Guide

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Malagasy 1.2
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MAJOR LANGUAGE LEARNING ACTIVITIES

GUIDING PRINCIPLES

As a missionary you have the responsibility to seek the gift of tongues to fulfill your purpose in the mission language. Your teachers will guide you, but you will be most successful as you take personal responsibility for your language learning. Chapter 7 of *Preach My Gospel* and the following components of the MTC language program will help you understand how to learn your mission language.

SPEAK YOUR LANGUAGE

Language immersion plays a foundational role in the MTC language program. One of the ways you can seek the gift of tongues is to speak the language as much as possible. As a rule, teachers always speak the mission language, using English to facilitate selected activities.

PROGRESSING INVESTIGATORS

Beginning early in your MTC experience you will have daily teaching appointments with people who will take the role of progressing investigators. As you teach your progressing investigators, you will become aware of your own language needs and be motivated to learn in order to help them progress. Your experience teaching will be the driving force behind many of your decisions regarding language learning. Your teachers also use the information they gain as investigators to direct Group Instruction and Coaching Missionary Study.

GIFT OF TONGUES

You are an authorized servant of the Lord, called of God to act on His behalf. He will help you as you exercise faith and work as hard as you can. Strive to make learning the language a spiritual experience. Seek for the gift of tongues and other gifts of the Spirit (see *Preach My Gospel*, 91 and 133). Know that your teachers' instructional decisions always demonstrate their faith in your ability to fulfill your purpose in the mission language.

MISSIONARY-DIRECTED ACTIVITIES

TECHNOLOGY-ASSISTED LANGUAGE LEARNING (TALL)

TALL is the name given to MTC language-learning software and print materials. These materials are the primary resources you will use to learn vocabulary and phrases during language study. TALL software is the best resource for providing repetition and pronunciation practice. Each day (except Sundays) you will spend 60 minutes in a computer lab using TALL.

LANGUAGE STUDY

Each day you will have 60 scheduled minutes to study the language on your own. Apply the principles in Chapter 7 of *Preach My Gospel* as you create and apply your own language study plan. Use all available resources including your dictionary, *Vocabulary and Phrase Book* (VP Book), simple grammar text, *Preach My Gospel* and scriptures in your mission language, and TALL software. Also plan to spend a portion of your language study time reviewing the board display for the upcoming grammar instruction.

TEACHER-DIRECTED ACTIVITIES

GROUP INSTRUCTION

Grammar Instruction and Task Instruction are the two major types of group language instruction. Your teachers will generally follow the order outlined in this book. The purpose of these activites is to provide you with multiple opportunities for meaningful practice using essential vocabulary, phrases, and grammar patterns. Grammar activites in the *Language Guide* are not designed to give detailed explanations of grammar; if you need an in-depth description, use your grammar books or TALL.

COACHING STUDY

Your teachers will help you apply the principles in Chapter 7 of *Preach my Gospel* to improve your ability to become an effective language learner. Make inspired decisions as you become more aware of your needs, the needs of your investigators, the conversion process, and your own learning process. Set goals to improve each day.

BREAKING THE LANGUAGE PLATEAU

You may have asked yourself, "How much of my mission language do I need in order to fulfill my purpose? How should I start? What do I need to become proficient?"

Everything you do as a missionary, including at the MTC, should focus on your missionary purpose.
To do this as a language-learning missionary:

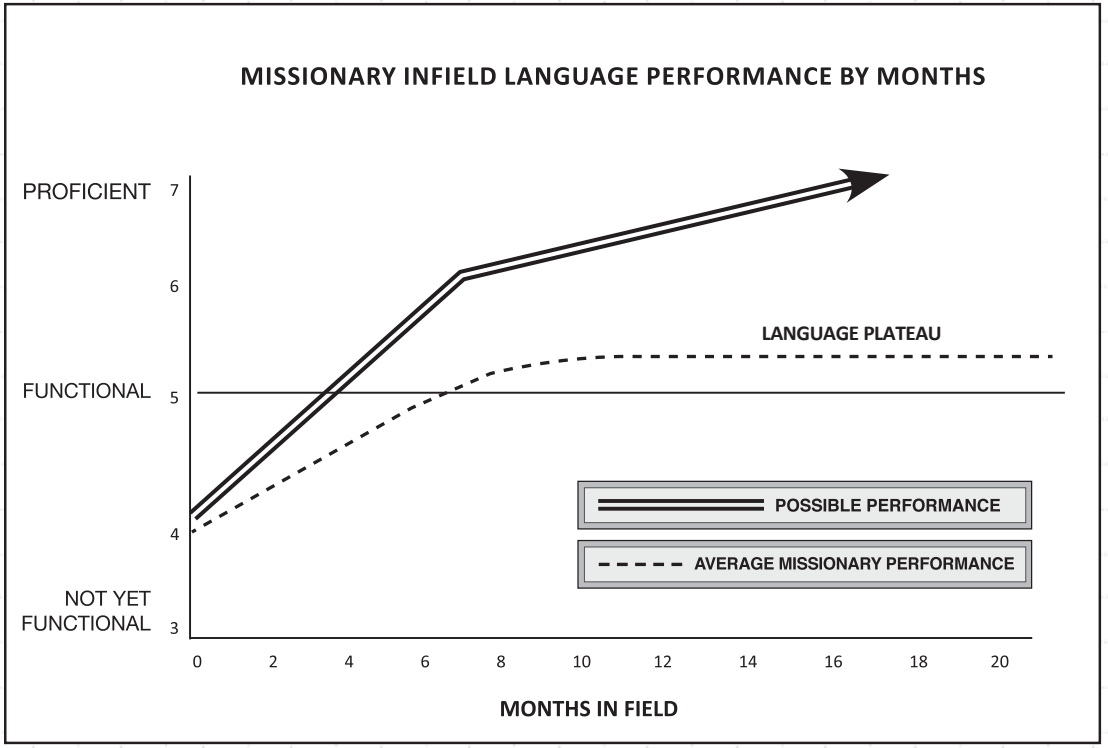
- Recognize that you have been called of God by a prophet to preach the gospel in a new language (D&C 90:11).
- Be motivated by love for the Lord and for the people you serve (D&C 46:9, 26; 1 Cor. 14:12).
- Live worthy of the Holy Ghost by obeying the commandments and missionary standards (D&C 46:9, 33).
- Pray continually for divine assistance to obtain the gift of tongues (D&C 46:28, 30-32).
- Study, practice, and use the mission language as much as possible each day (1 Cor. 12:31).

CHALLENGE YOURSELF

- What can you do to keep from plateauing?

- How can you continue to improve throughout your mission?

ALL YOU NEED TO LEARN your mission language and improve throughout your mission are the principles in *Preach My Gospel*, Chapter 7. This introduction will help you apply those principles while in the MTC.



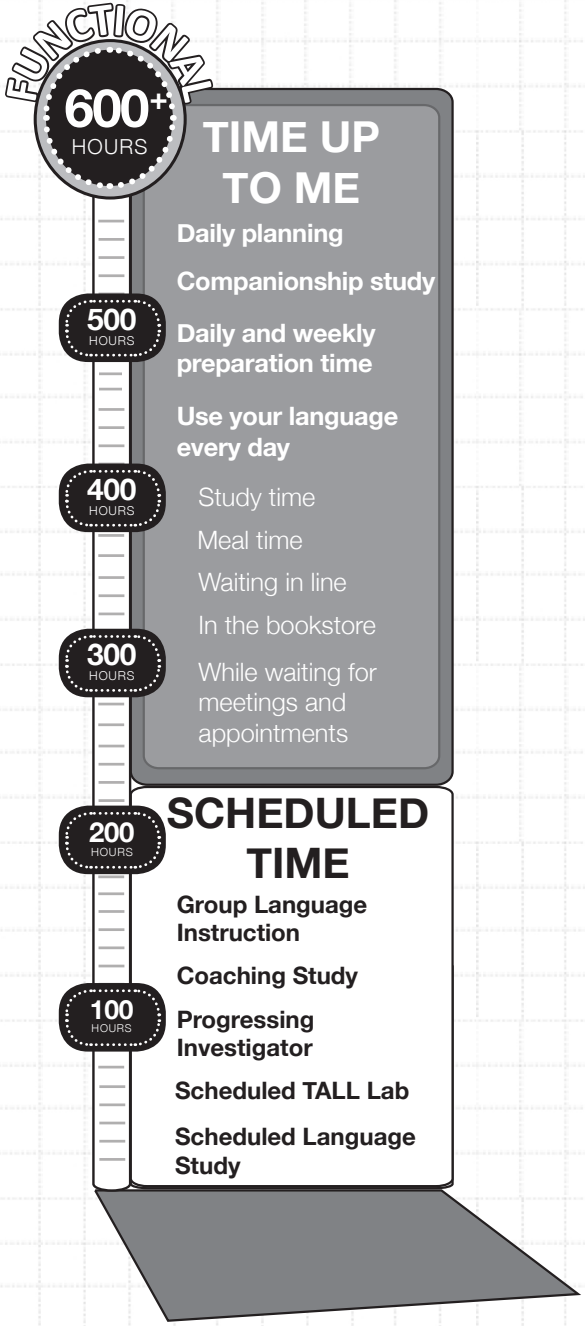
This graph shows missionary language growth over time. Many missionaries plateau, or stop improving, when they start feeling comfortable with the language. The graph also shows what is possible if missionaries apply Chapter 7 of *Preach My Gospel.*

What is functional?

Being functional in a language means that you are able to hold conversations and get by with your daily missionary life in your mission language. Elder Jeffrey R. Holland explained the value of studying beyond the functional level in the language. "Don't be satisfied with what we call a missionary vocabulary only. Stretch yourself in the language, and you will gain greater access to the hearts of the people" (*Missionary Satellite Broadcast*, Aug. 1998).

HOW FAR WILL YOU REACH AT THE MTC?

It takes time and hard work to preach fluently in a new language. Experience shows, depending on your native language and your mission language, that in most cases you need **600 –1000 hours** of instruction and practice just to function in the language. Here is a summary of the number of hours scheduled for language activities in the MTC.



Language learning is a challenging task that requires dedication and diligence (*Preach My Gospel*, 128). With time you may feel comfortable in the language, but "do not stop improving your language skills once people begin to understand you" (*Preach My Gospel*, 128).

Take responsibility for your language learning, and don't just rely on teachers or scheduled activities *(Preach My Gospel,* 128*)*. A missionary in the six-week language training program has over 600 waking hours in the MTC. Missionaries in nine-week training are given over 950 hours because the languages they are learning will take them more time to reach a comparable level of functionality.

DID YOU KNOW?

If you take advantage of all of the additional study time that is not listed in your schedule, then you will have more than 140 additional hours of SYL while you are in the MTC!

WHAT MORE CAN YOU DO?

We have provided a few examples of times where you could be speaking and practicing your language. Keep in mind that these are only suggestions. Don't limit yourself.

VISION, GOALS, PLANS, AND ACCOUNTABILITY

ESTABLISH A VISION

A vision is an idea of where you want to be down the road in the future. It is far beyond where you are now. It considers your resources (time, materials, and teachers). Here are some examples:

- Be able to "speak from the heart in [my] own terms... speak out of [my] own conviction" (*Preach My Gospel* , 175-176).
- Understand native speakers so that I can meet their needs.
- Be able to teach the doctrines "with clarity and power" (*Preach My Gospel,* p. 20).
- Be able to "expound the scriptures when [I] teach" (*Preach My Gospel,* p. 182).

SET INSPIRED GOALS

A vision is exciting and it makes you feel good, but it isn't actionable. This is why it is vital to set inspired goals. For a goal to be helpful you need to know how to measure your progress over time. You need to set long-term goals and short-term goals. Here are some examples of long-term goals:

- Know all the words and phrases for the first three lessons, as found in the TALL VP book.
- Memorize 1000 common words and phrases.
- Memorize 100 scriptures and parables.

Even though you can measure these long-term goals, they're too big to accomplish in one sitting. Well-defined short-term goals are about what you have to accomplish in the language right now. They are always about the people you are teaching. Here are some examples:

- Learn 12 words from Lesson 1 to teach Juan about the Book of Mormon.
- Memorize Mosiah 2:41 for the lesson with the Gomez family.
- Learn to say 15 new words/phrases during SYL that I can use to get to know Brother and Sister Gomez better.

CREATE AND EXECUTE PLANS

Specific plans to accomplish your goals include **what**, **how**, **when** and **where** you will accomplish them. You will make plans for what you will do during your formal language study time as well as what you will do throughout the day to improve your language. For example, if your goal is memorize Mosiah 2:41 for the lesson with the Gomez family, your plans might include:

- Read Mosiah 2:41 during personal study.
- Read it in the language during language study.
- Spend 15 minutes trying to memorize it. Make a flashcard.
- Carry the flashcard throughout the day. Review it while walking to meals.

ACCOUNT FOR YOUR EFFORTS

Accounting for your efforts is vital to your growth in the language. This includes reporting your efforts to your mission leaders and to the Lord through prayer. Some helpful questions may include: how did your language study enable you to help those you teach? What have you done to accomplish your learning goals? How is your study helping you?

LANGUAGE CORE

The Language Core establishes a language foundation and helps you push yourself. It helps you focus and pace your language study. The core includes the four essential components of a missionary's language. With hard work, missionaries can learn at least the basic core while in the MTC.

YOUR TEACHERS CAN HELP YOU IDENTIFY WORDS AND PHRASES TO INCLUDE IN YOUR CORE LANGUAGE.

ESSENTIAL COMPONENTS	BASIC CORE	EXTENDED CORE
Vocabulary	500 words	1000 words
Phrases	150 phrases	250 phrases
Grammar	All language guide topics	2nd text topics
Scriptures	15 scriptures	30 scriptures

LANGUAGE MATERIALS

Preach My Gospel says to select language tools, which include the following:

- The TALL VP book and your language guide to identify vocabulary, phrases, and grammar to study.
- The dictionary will also be essential. **Always** carry it with you.
- The scriptures constantly help you learn the language. Study the scriptures you'll share while teaching, as well as scriptural passages and chapters you can discuss with your investigator.
- The lessons in Chapter 3 of *Preach My Gospel* provide additional ways to say the things you need to teach your investigator.

MATERIALS AND TOOLS

These materials are what Step 2 of "Create a Language Study Plan" is referring to. Select which tools to use. (*Preach My Gospel*, 129).

REMEMBER:
1. Learn the things to teach your investigator, and
2. Learn what you need communicate throughout the day.

WHY LANGUAGE STUDY PLANS?

A language study plan allows you to reach your language goals. Review *Preach My Gospel*, 129–131 and then read the section below. If you have questions, ask your teacher to help you, or refer to the example plan on the following page.

STUDY PLAN

GOALS

PLANS

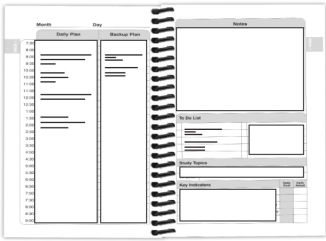
EFFECTIVE LANGUAGE STUDY PLANS INCLUDE TWO PARTS:

A WORKSHEET

- Goals stating **what** you will learn.
- Study plans and ideas for **how** you will study.

A CALENDAR OR PLANNER TO DECIDE:

- **When, where,** and **how much** language you will study each day, broken down by hours.



For the best strategies on learning your language, refer to *Preach My Gospel*, 128–131. Try each strategy from each bolded section for a few days before deciding which ones work best for you.

EXAMPLE PLAN # 1

My Language Study Plan

This week's goals: [WHAT]

- Memorize & use all new grammar
- Learn 100 more words
- Learn 40 more phrases
- Memorize 5 scriptures
- SYL 12 hours each day
- Read a chapter/day in the Book of Mormon

Study Plans: [HOW]

- Use every moment well.
- Use the study ideas from our teacher [how to memorize, how to pronounce]
- Ask teacher for things to improve [say differently] after each lesson
- Choose scriptures, words, & phrases from what our investigator needs
- Daily learn rate: 15 words, 6 phrases, 1 scripture. Read Book of Mormon & study grammar after that. SYL all the time.
- Memorizing scriptures: study them in English during personal study. Start learning them in the language during language study. Practice them walking to meals & when waiting.

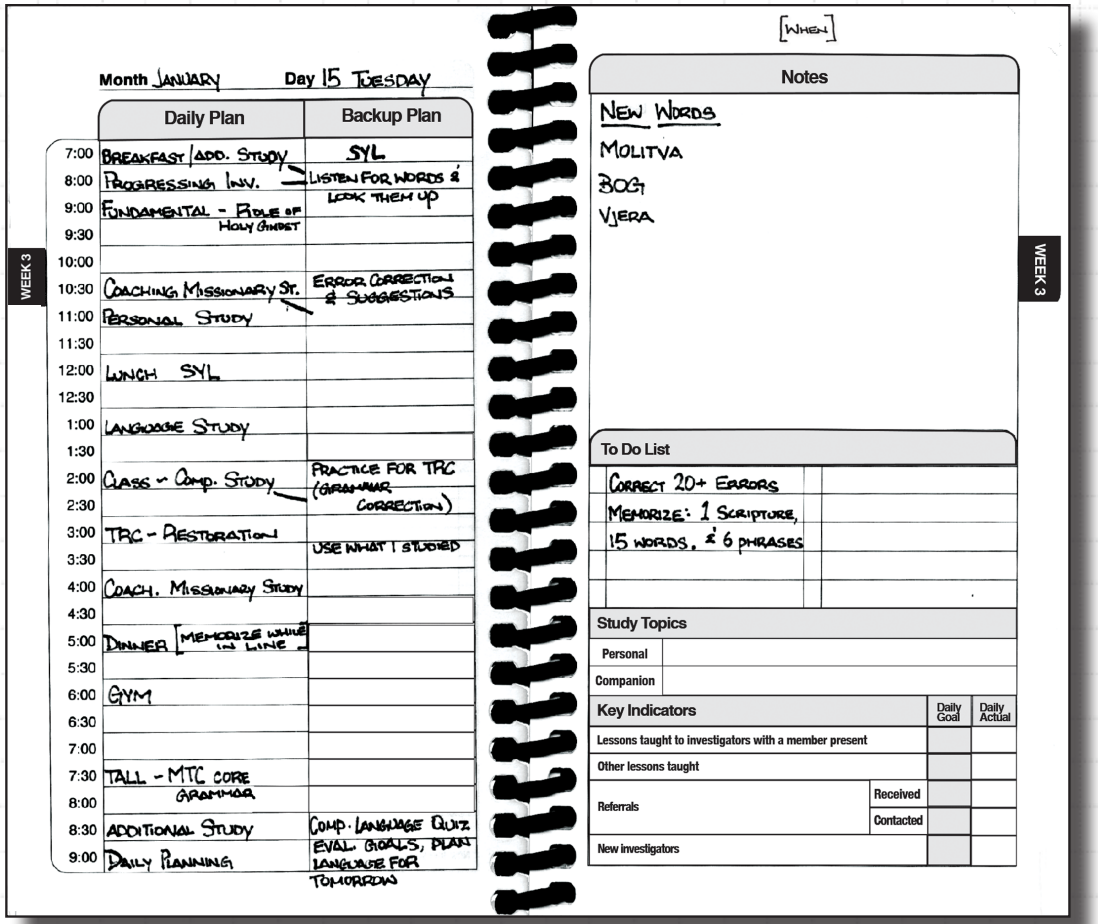
- Words & phrases: start picking them during companion study. Finish choosing & figuring them out during language study & TALL. Review & get them down during meals & other slow times.
- Grammar: study it during language study & TALL. Have companion quiz me on it 3x this week.
- SYL: Try really hard to say things. Look things up & find out how to say them. Then say them. Fix alot of mistakes (60 for 20+/day). Try to SYL through every meal. Maybe all day Sunday too.

Investigator: [WHY]

- If I study hard & use the language all the time, I'll speak better when I teach.
- If I work hard & am worthy, I can pray for the gift of tongues & I will receive it. I must ask for it in prayer.
- Review plan, especially long term goals every day. Keep focused on preaching to the people with power!
- Study Preach My Gospel & scriptures about my purpose, culture, & the gift of tongues.

- Pray constantly about the people in my mission.

What do you see in these sample plans that you hadn't considered?



EXAMPLE PLAN # 2

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
This week's language goals: No grammar mistakes (command form), memorize 20 words/day.							
Weekly Plans	Make Weekly language study plan	Teach John "The Restoration" My Plan: 1. Teach him how to pray. 2. Invite him to read the Book of Mormon and pray about it.	TRC teaching a volunteer My Plan: 1. Get to know volunteer. 2. Share a simple overview of The Restoration	Follow-up visit with Krista My Plan: 1. Follow-up on her commitment to read 3 Nephi 11 (if she didn't read, read with her.) 2. Find out what was meaningful to her as she read.	Follow-up visit with John My Plan: 1. Follow-up on his commitment to pray about Joseph Smith. 2. Bear my testimony of Joseph Smith and President Monson. 3. Invite him to be baptized again.	Teach Krista "The Plan of Salvation" My Plan: 1. Follow-up on her commitment to be baptized. 2. Use "How to Begin Teaching" to apply the lesson to her baptism. 3. Teach the lesson.	Teach John "The Plan of Salvation" My Plan: 1. Ask him a few simple questions about his beliefs 2. Teach "The Atonement" and share Alma 7: 11-13. 3. Invite him to come to church.

Monday:

a.) Teach John how to pray
- i) Study "The Restoration" pamphlet "How can I Know?" in the language.
  - (1.) Identify new vocab and memorize at least 10 new words. (5 minutes)
  - (2.) Practice teaching the "How do I Pray?" steps in my own words. (10 minutes)
- ii) Study command form for giving directions about how to pray.
  - (1.) Conjugate 5 verbs in the command form. (7 minutes)
  - (2.) Say all my commands in the mission language all day.
- iii) Practice with my companion, get feedback, and repractice. (8 minutes)

b.) Invite him to read the Book of Mormon and pray about it.
- i) Study the grammar materials to extend "Will you..." questions (5 minutes)
  - (1.) Conjugate 5 verbs in the future tense without errors. (5 minutes)
  - (2.) Practice my commitments with my companion before each lesson and have him correct my conjugation.
- ii) Study 10 new words and 3 phrases in TALL VP on extending invitations. (10 minutes)
- iii) Write down blessings that come from reading the Book of Mormon and translate them. Have my teacher check them during coaching. (10 minutes)

Long-term Goals:
- Finish all grammar lessons before leaving MTC
- 2,000 words, 500 phrases by 6 months
- Speak fluently by 12 months

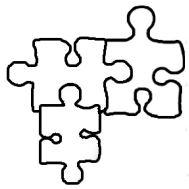
What else would you want to include in your language study plan?

ACTIVITY: LANGUAGE STUDY PLANS

- ☐ Look at the sample language study plans on pages 10 and 11.
- ☐ Evaluate the goals. Are the goals measurable? Do they reflect what the missionary will be learning?
- ☐ When will the missionary study each day? Where and how much will he or she study each day?
- ☐ Do the missionary's plans involve memorizing, applying grammar, and correcting errors?
- ☐ Using the sample language study plans as a guide, practice setting one goal that states that what you will learn. Make sure it is measurable and attainable.
- ☐ In your planner, write when, where, and how much you will study to accomplish your goal.
- ☐ Using the principles you have learned, create a complete language study plan. Ask your teacher or another missionary to give feedback and evaluate your language study plan.

STEP 1: KNOW THE MEANING

- Always find out the meaning of what you are learning. Learn the meaning of each word, and write it down if necessary.
- If you're learning grammar, find out what the grammar concept means. Be able to explain it. If you're learning words, don't ignore how prefixes and suffixes affect meaning.
- Practice repeating the meaning of each word out loud.



STEP 2: FOCUS ON THE FORM

- All language is made up of two things: the meaning and the words which carry that meaning.
- Form includes how it sounds, how it's pronounced, and how it's written (or for ASL, how it's gestured). Form also includes noticing patterns in grammar and word order in phrases.
- Find out how to say each word and practice until you can pronounce it correctly.

STEP 3: PRACTICE ALOUD

- We use our body to speak. Our vocal tract (lips, tongue, jaw, and throat) moves and our ears are activated. We also move our faces and gesture with our hands.
- We learn and remember language much better when we practice it physically, building muscle memory.
- Practice your words, phrases, or grammar out loud, repeatedly. Say it again and again until it becomes automatic and you can do it without notes.

STEP 4: APPLY IT

This step takes our focus back to where we started—on the meaning.

- Use what you're learning in real situations.
- If it's part of a lesson, practice teaching it to your companion.
- Think about the meaning of what you say, and express it with feeling. Do the same as you teach others and as you converse.

STEP 5: PLAN SPACED REVIEWS

Steps 1–4 place language firmly in your short-term memory. Unfortunately, that language won't stay there very long. Step 5 moves language to your long-term memory where it will remain for good.

- Early reviews may require you to use notes or materials to look up certain parts. Be sure that all early reviews are done aloud. Early reviews are complete when you can fluently produce the words, phrases, scriptures, or grammar without looking at notes.
- Later reviews can be less frequent. The more you know something, the less you will need notes, and the more you will be able to review language while doing other physical tasks (walking, standing, shaving, etc.).

FREQUENCY OF SPACED REVIEWS:

1 2 3 4 5 6 7

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

PREPARING FOR THE FIELD——

You will experience a significant transition in your language learning as you leave the MTC. You will go from lots of individual language study to feeling like you have only one hour a day. Language study may get replaced with district meetings, Sunday meetings, weekly planning, preparation day activities, teaching appointments, or even interviews and zone conferences. Guard your language study to prevent this from happening. If you can't hold it in the morning, ask your companion or mission president when you can make it up. Pay attention to moments when study time is available—meal times and evening time, riding transportation, or waiting for meetings or interviews. Do what is necessary to study the language for an hour or more every day.

All of the language learning strategies found in Chapter 7 of *Preach My Gospel* are based on these five steps. Missionaries who use all five steps learn their language faster, and they remember it better. Missionaries who skip one or more of these learning steps struggle to learn.

The following activities will help you apply the five language learning steps. As you do each activity, pay attention to how the language learning steps are being used.

ACTIVITY: MEMORIZATION

- ☐ Read Moroni 10:5 in your mission language.
- ☐ Make sure you understand what each word means in your native language. Use your tools to look up the meaning. Look at individual words, endings, and the word order.
- ☐ Practice the pronunciation by reading slowly. Have a native speaker or your teacher correct your pronunciation and repeat again.
- ☐ Memorize the scripture. Start with parts of phrases, then whole phrases, then the whole verse.
- ☐ Continue to repeat from memory. Each time you repeat the verse, you'll gain fluency in that scripture and those words.
- ☐ Use the scripture in a missionary situation such as teaching your progressing investigator about the Book of Mormon.
- ☐ Use your planner to record when you will study this scripture. After a day or two, evaluate yourself to see if you reviewed the scripture and how it went.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Examples to Rules

- ☐ Choose a grammar principle that you haven't learned yet. Find five example sentences from the language guide (board display) for your mission language.
- ☐ Copy these sentences so you can look at them all together.
- ☐ Look for the pattern between the five sentences and seek to understand the context. Using this grammar rule, write five sentences of your own involving a principle you will be teaching to your progressing investigator.
- ☐ Write a sentence to describe the grammar rule used in the five sentences. Look up the explanation given in your grammar guide to check what you wrote.
- ☐ Practice saying the five sentences aloud, and also use the grammar rule you learned to create some additional sentences. Practice the new sentences aloud.
- ☐ Use the grammar rule and sentences you created to practice teaching a gospel principle to your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Rules to Examples

- ☐ Choose a grammar principle that you haven't learned yet, and look up the rule in a grammar book.
- ☐ When you use this grammar principle, what does it mean? Write it down.
- ☐ Where is this grammar rule used in a sentence? When do you use it? Write down this information.
- ☐ Using this grammar rule, write five sentences of your own involving a gospel principle you will be teaching to your progressing investigator.
- ☐ Check your sentences to be sure you correctly used the meaning and form of the grammar rule. If a teacher is available, have him or her check your sentences for errors.
- ☐ Practice speaking by saying the sentences you created out loud. Repeat each sentence several times to increase your fluency.
- ☐ Using the sentences you created, practice teaching your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: ERROR CORRECTION

- ☐ Identify three phrases in your native language in the TALL VP book or Preach My Gospel to use while teaching your progressing investigator.
- ☐ Translate the phrases into your mission language without looking. Cover up the language side if using the TALL VP book. You may write the sentences down or say them aloud.
- ☐ Compare your phrases with the native translation in the VP book or a language version of Preach My Gospel.
- ☐ Identify errors in the translation. What did you learn about the meaning and form?
- ☐ Practice saying the corrected phrases out loud.
- ☐ Apply these sentences to a real missionary situation. For example, include these phrases as you practice teaching a gospel principle to your companion.
- ☐ In your missionary planner, write plans to improve and fix your errors. After a day or two, evaluate yourself to see if you have reduced the number of errors you make.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

INTRODUCTION: ELEMENTS OF A BOARD DISPLAY

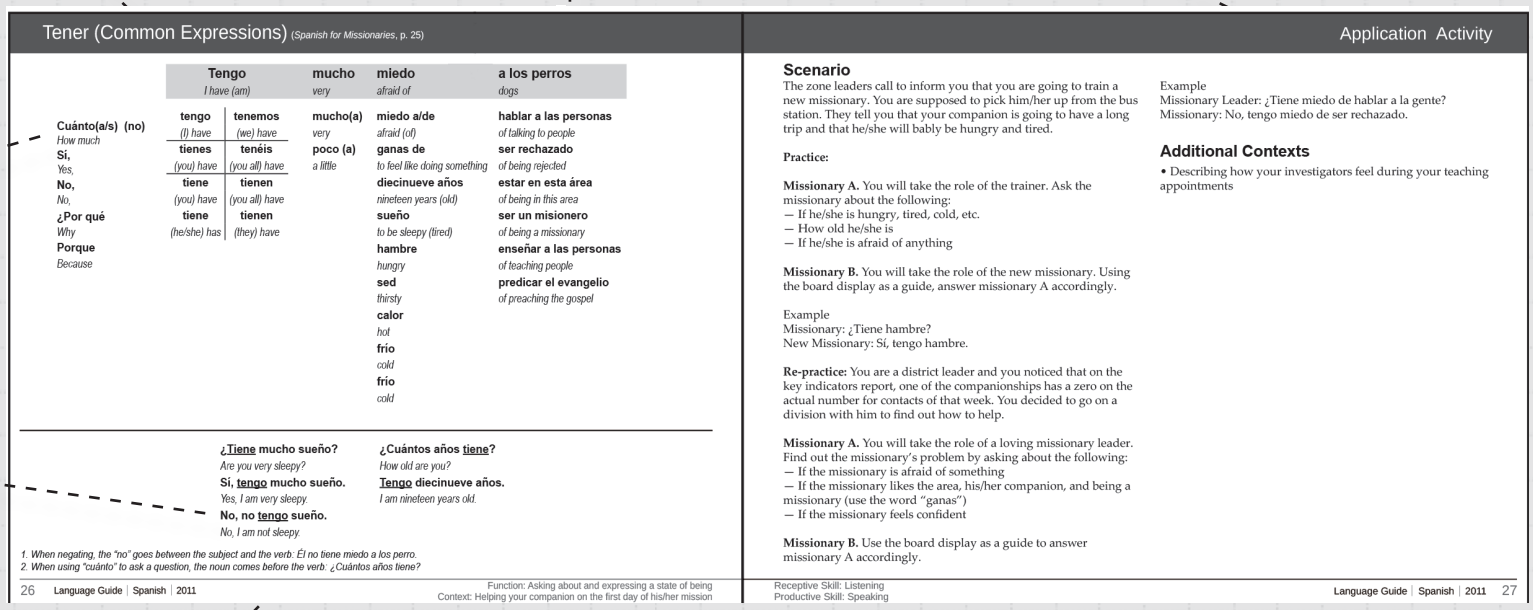
GRAMMAR PRINCIPLE

HEADER SENTENCE

The header sentence demonstrates the grammar principle that is being used in the board display. It functions as a guide for the rest of the board display.

APPLICATION ACTIVITY

Each board display is followed by an application activiy based on the context from the board display. You will be fully engaged in using the grammar principle and vocabulary just learned in a meaningful missionary scenario that mirrors the kinds of tasks you will perform in the field.



Tener (Common Expressions) *(Spanish for Missionaries, p. 25)*

Tengo *I have (am)*		mucho *very*	miedo *afraid of*	a los perros *dogs*
tengo *(I) have*	tenemos *(we) have*	mucho(a) *very*	miedo a/de *afraid (of)*	hablar a las personas *of talking to people*
tienes *(you) have*	tenéis *(you all) have*	poco (a) *a little*	ganas de *to feel like doing something*	ser rechazado *of being rejected*
tiene *(you) have*	tienen *(you all) have*		diecinueve años *nineteen years (old)*	estar en esta área *of being in this area*
tiene *(he/she) has*	tienen *(they) have*		sueño *to be sleepy (tired)*	ser un misionero *of being a missionary*
			hambre *hungry*	enseñar a las personas *of teaching people*
			sed *thirsty*	predicar el evangelio *of preaching the gospel*
			calor *hot*	
			frío *cold*	
			frío *cold*	

Cuánto(a/s) (no) *How much*
Sí, *Yes,*
No, *No,*
¿Por qué *Why*
Porque *Because*

¿Tiene mucho sueño? *Are you very sleepy?*
Sí, tengo mucho sueño. *Yes, I am very sleepy.*
No, no tengo sueño. *No, I am not sleepy.*

¿Cuántos años tiene? *How old are you?*
Tengo diecinueve años. *I am nineteen years old.*

1. When negating, the "no" goes between the subject and the verb: Él no tiene miedo a los perros.
2. When using "cuánto" to ask a question, the noun comes before the verb: ¿Cuántos años tiene?

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Function: Asking about and expressing a state of being
Context: Helping your companion on the first day of his/her mission

Application Activity

Scenario
The zone leaders call to inform you that you are going to train a new missionary. You are supposed to pick him/her up from the bus station. They tell you that your companion is going to have a long trip and that he/she will bably be hungry and tired.

Practice:

Missionary A. You will take the role of the trainer. Ask the missionary about the following:
— If he/she is hungry, tired, cold, etc.
— How old he/she is
— If he/she is afraid of anything

Missionary B. You will take the role of the new missionary. Using the board display as a guide, answer missionary A accordingly.

Example
Missionary: ¿Tiene hambre?
New Missionary: Sí, tengo hambre.

Re-practice: You are a district leader and you noticed that on the key indicators report, one of the companionships has a zero on the actual number for contacts of that week. You decided to go on a division with him to find out how to help.

Missionary A. You will take the role of a loving missionary leader. Find out the missionary's problem by asking about the following:
— If the missionary is afraid of something
— If the missionary likes the area, his/her companion, and being a missionary (use the word "ganas")
— If the missionary feels confident

Missionary B. Use the board display as a guide to answer missionary A accordingly.

Example
Missionary Leader: ¿Tiene miedo de hablar a la gente?
Missionary: No, tengo miedo de ser rechazado.

Additional Contexts
• Describing how your investigators feel during your teaching appointments

Receptive Skill: Listening
Productive Skill: Speaking

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QUESTION WORDS

This section has words or phrases used to form questions with the board display.

EXAMPLES

This section contains example questions and sentences that use the grammar principles of the board display.

NOTES

Occasionally, board displays will have notes that help explain how to use the board display.

FUNCTION & CONTEXT

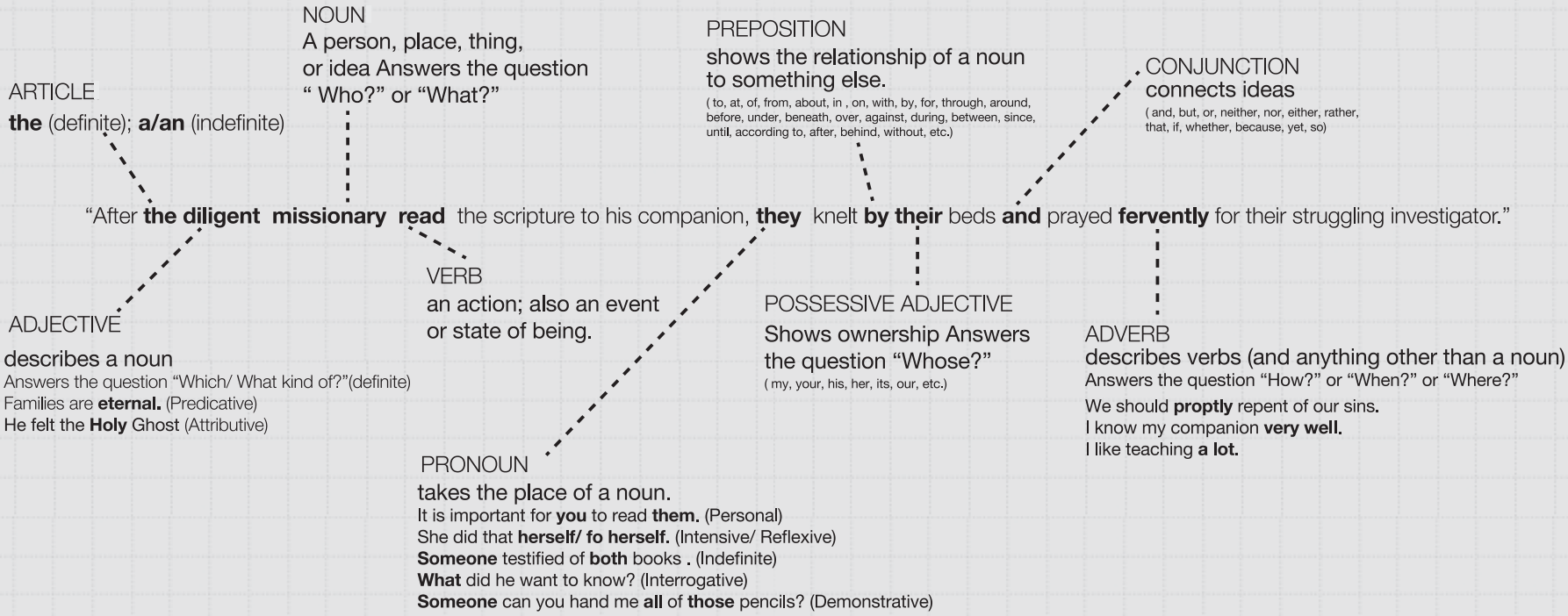
The function best describes how the grammar principle is actually used in communication.

The context is the framework around which the vocabulary of the board display was selected. Contexts are missionary centered.

RECEPTIVE & PRODUCTIVE SKILL

The Receptive Skill tells how the Application Activity will help you understand your mission language.

The Productive Skill tells what type of communication the Application Activity will require you to use.


ARTICLE
the (definite); **a/an** (indefinite)
NOUN
A person, place, thing, or idea Answers the question " Who?" or "What?"
PREPOSITION
shows the relationship of a noun to something else.
(to, at, of, from, about, in , on, with, by, for, through, around, before, under, beneath, over, against, during, between, since, until, according to, after, behind, without, etc.)
CONJUNCTION
connects ideas
(and, but, or, neither, nor, either, rather, that, if, whether, because, yet, so)
"After **the diligent missionary read** the scripture to his companion, **they** knelt **by their** beds **and** prayed **fervently** for their struggling investigator."
ADJECTIVE
describes a noun
Answers the question "Which/ What kind of?"(definite)
Families are **eternal.** (Predicative)
He felt the **Holy** Ghost (Attributive)
VERB
an action; also an event or state of being.
POSSESSIVE ADJECTIVE
Shows ownership Answers the question "Whose?"
(my, your, his, her, its, our, etc.)
ADVERB
describes verbs (and anything other than a noun)
Answers the question "How?" or "When?" or "Where?"
We should **proptly** repent of our sins.
I know my companion **very well**.
I like teaching **a lot**.
PRONOUN
takes the place of a noun.
It is important for **you** to read **them.** (Personal)
She did that **herself/ fo herself.** (Intensive/ Reflexive)
Someone testified of **both** books . (Indefinite)
What did he want to know? (Interrogative)
Someone can you hand me **all** of **those** pencils? (Demonstrative)

INTERJECTION
any emotional greeting or exclamation.

SUBJECT
who or what **does the action** (word or phrase). The subjects in the sentence on the top left are "the dilligent missionary" and "they."

DIRECT OBJECT
who or what **receives the action** of the verb (word or phrase). The direct object in the sentence above is "the scripture."

INDIRECT OBJECT
to whom or for whom an action is intended (word or phrase). The indirect object in the sentence above is "his companion."

PREPOSITIONAL PHRASE
all the words to which a preposition refers; it also includes the preposition iteself. Prepositional phrases in the sentence above include " by their beds" and "for their struggling investigator."

PASSIVE VOICE
the subject of the sentence undergoes the action of the verb.

Active voice: God called Joseph
Passive voice: Joseph was called (by God)
Active voice: We make mistakes.
Passive voice: Mistakes are made

VOWELS
the letters, *A, E, I, O, U* and sometimes *Y* (unobstructed air flow)

CONSONANTS
any other letter (obstructed air flow)

REFLEXIVE VERBS
the subject is also the object.
(get baptized, get ready, get dressed)

INTRANSITIVE VERBS
have no direct object (disappear, smile, die, repent, pray)

CLAUSE
a group of words with a subject and a verb.

INDEPENDENT CLAUSE
can stand alone as a sentence.

DEPENDENT CLAUSE
cannot stand alone as a sentence.

PREDICATE
the part of the clause that is not the subject

I am a missionary. (Nominal)
Jesus **is kind.** (Adjective)

WHAT IS A LANGUAGE FUNCTION?

Language functions describe what you should be able to do as a result of learning a particular grammar principle. Notice that each function is meant to encourage two-way conversations in your mission language. Each grammar principle in this language guide is a part of one of the following ten language functions:

Asking about and expressing a state of being
Asking about and expressing possession or ownership
Asking about and describing objects, people, and their characteristics
Asking about and expressing desire, need, preference, ability, intention, or purpose
Asking about and describing actions and events
Asking and answering questions of contrasting attitudes, emotions, and feelings
Asking and answering questions of time, date, and location
Asking and answering questions of quality, quantity, number, and sequence
Asking and answering questions of cause and effect
Narrating experiences and telling stories

WHAT IS THE PURPOSE OF INCLUDING THE TASKS IN THE BEGINNING?

The language tasks are simple ways to accelerate your ability to communicate in the language in your first few days of learning the language. The tasks are meant to help you begin to communicate in your mission language without having to understand all of the grammar behind what you are saying.

WHAT ARE THE BENEFITS OF BOARD DISPLAYS?

Board displays are meant to help minimize lengthy explanations of grammar and maximize the time practicing use of the language during group instruction. In-depth study of grammar structures and rules should take place at another time, for example during prework, language study, or in the TALL lab.

WHAT ARE CONCEPTUAL PRACTICES?

Conceptual practices help you more clearly understand and practice the concept of an upcoming grammar principle in your native language before having to deal with the linguistic mechanics in the second language. Teachers will conduct these activities in the order they have been placed in this language guide to prepare you for the grammar principles that follow them.

IN WHAT ORDER SHOULD THESE GRAMMAR PRINCIPLES BE TAUGHT?

Teachers will usually teach grammar principles in the order they appear in the Table of Contents. Occasionally, a teacher may have reason to change the order of lessons, but in general they are intended to be taught in the order given. One of the primary reasons for the order is the frequent usage of certain language functions. The first five functions, as listed above, are especially frequently used. Where possible, their corresponding grammar principles have been placed early in the Table of Contents. This arrangement will give you a great opportunity to communicate in the language at the earliest stages of your language learning.

Common Classroom Phrases

Ahoana no filazana hoe...?
How do you say...?

Inona ny dikany hoe...?
What does ...mean ?

Mazava ve izany?
Is that clear?

Tsy azoko izany.
I do not understand that.

Avereno.
Repeat.

Atoavy mafy kokoa azyfady.
Speaker louder please.

Misaoatra.
Thank you.

Tsisy Fisoarana.
You are welcome.

Misy fanontaniana ve?
Do you have any questions?

Eny.
Yes.

Tsia.
No.

Mandroso.
Come in.

Azyfady.
Please. Excuse me. Sorry.

Missionary Homework

Meet Someone

Vocabulary:

Review the following vocabulary from today's in-class instruction.

Nouns	
Anarana	*name*
Elder	*Elder*
Misionera	*missionary*
Taona	*years*
Tsisy	*nothing*
Zanaka	*child*

Verbs	
Mianatra	*to learn*
Miresaka	*to speak or converse*
Mivavaka	*to pray*
Miasa	*to work*
Misaotra	*to thank*
Manambady	*to marry*
Miarahaba	*to greet*
Mipetraka	*to live*

Pronouns	
Aho	*I*
Ianao	*You*
Izy	*He/She/it*
Isika/Izahay	*We(inclsusive, Ex).*
Ianareo	*You all*
Izy ireo	They

Interrogatives	
Aiza	*where?*
Firy	*how many?*
Inona	*what?*
Iza	*who?*
Manahoana	*hows it going? (or hello).*
Fahasalamana	*how's your health?*
ve	*(yes/no)*
Fa maninona	*why?*

Places	
Etazonia	*America*
Idaho	*Idaho*
Madagasikara	*Madagascar*
Angletera	*England*
Tana	*Antananarivo*
Antsirabe	*Antsirabe*
Toamainsa	*Toamasina*

Adjectives	
Tsara	*good*
Ratsy	*bad*
Salama	*healthy*
Vaovao	*new*
e.g vaovao izy	

Preposition	
Avy	*from...*

Greeting or Farewell.	
Mazotoa	*Be diligent*
Veloma	*Good bye*

Practice: Introduce yourself in Malagasy to five missionaries who are in your branch. Have your companion translate for you.

Grammar Help: Make flashcards and practice often. You and your companion can take turns quizing each other. This will help both of you to better recall the words you studied. Set a goal to do this with new vocaubary you learn.

Task

Greet Someone

Miarahaba ny Olona

Refer to the Vocabulary and Phrases Malagasy book (pg. 165)

Introduce yourself and someone

Iza no anara(nao)?
Who name (of yours)?
Ny anara(ko) dia Elder _____.
The name (of mine) Elder _____.
Ny anara(ny) dia _____.
The name (of his) _____.

Greet Someone:

Manahoana
Hello / How's it going?

Salama ve?
How are you? (yes/no) (refers to health)

Salama tsara, fa misaotra.
In good health, (but) thanks.

Inona no vaovao?
What's new?

Tsisy vaovao.
Nothing is new.

Background:

Avy aiza ianao?
From where you?

Avy any *From there* **Avy eto** *From here*	**Etazonia** *United States* **Idaho** *Idaho* **Angletera** *England* **Madagasikara** *Madagascar* **Antananarivo** **Antsirabe** **Toamasina**	**ve** *(yes/no question)*	**Aho** *I* **Izahay** *We (exc.)* **Ianao** *You (sing.)* **Ianareo** *You (plur.)*

Farewell:

Veloma.
Goodbye.
Mazotoa!
Be diligent! / Have a good one!

Questions:

Aiza ianao no…?
Where do you...

Mipetraka	*to live*
Mivavaka	*to pray*
Mianatra	*to learn*
Miasa	*to work*

Firy taona…?
How many years old are...

ianao	*You?*
ny zanakao	*You child?*
ny namanao	*your friend?*

Manambady ve ianao?
Married (yes or no) you?
Fa maninona ianao no te hianatra?
Why do you want to learn?

Missionary Homework

Simple Overview

Vocabulary:

Learn the following vocabulary to prepare for class instruction. Study the vocab for at least 25 minutes.

Verbs	
Mampianatra	*to teach*
Miresaka	*to speak*
Mianatra	*to learn*
Mamaky	*to read*
Manadio	*to cleanse*
Manampy	*to help*
Mamaly	*to answer*
Mahita	*to see or find*
Miseho	*to appear*
Miantso	*to call*

Nouns	
Filazantsara	*gospel*
ny Bokin'i Mormona	*the Book of Mormon*
ny Famerenana amin'ny laoniny	*the restoration*
Mpamonjy	*Savior*
Andriamanitra	*God*
Apostoly	*apostle*
Mpaminany	*prophet*

Subject Pronouns	
Aho	*I*
Ianao	*you*
Izy	*he/sher/it*
Isika	*we (inclusive)*
Izahay	*we (exclusive)*
Ianareo	*you all*
Izy ireo	*they*

Object Pronouns	
Ahy	*me*
Anao	*you*
Azy	*him/her/it*
Antsika	*we (inclusive)*
Anay	*we (exclusive)*
Anareo	*you all*
Azy ireo	*them*

Grammar Help:

Active sentences are easy to construct if you **remember one simple rule**- the *subject comes at the end.* The rest of the sentence is constructed simiarily to english in most cases.

e.g "I read the book" now becomes "read the book I." We now can directly change this into Malagasy.

Verb	**Object**	**Subject**
Mamaky	ny boky	Aho.
Read	the book	I.

Mampianatra	azy	izahay
teach	him	We(exclsuive).

Practice:

With your progessing investigator, apply what you have learned. Using active sentences,
simply explain your purpose and the restoration of the Gospel. You do not have to be complicated to teach powerfully. Seek for simplicity.

	Mamaky	**ny Bokin'i Mormona**		**Aho**
	read	*the Book of Mormon*		*I*

	Verb	***Object***		
	Mampianatra		**ny Filazantsara**	
	to teach		*the gospel*	
N-	**Miresaka**	**momba**	**ny Bokin'i Mormona**	
(past)	*to speak (converse)*	*about*	*the Book of Mormon*	
M-	**Mianatra**	**amin'**	**i'Jesoa Kristy**	
(present)	*to learn*	*to or with*	*Jesus Christ*	
H-	**Mamaky**		**ny famerenana amin'ny laoniny**	
(future)	*to read*		*the Restoration*	
			Ny fanahy masina- *the spirit*	

	Verb	***Object Pronouns***	
	Manadio		
	to cleanse	**ahy** *me*	**anay, antsika** *us (inclusive/exclusive)*
	Manampy		
	to help	**anao** *you*	**anareo** *you all*
	Mamaly		
	to answer	**azy** *him/her/it*	**azy ireo** *them*
N-	**Miantso**		
(past)	*to call*	**ny vavakao**- *your prayer*	
M-		**ny apostoly-** *the apostles*	

(present)	**Nahita**	**Andriamanitra**	**sy Jesoa Kristy**
H-	*saw*	*God*	*and Jesus Christ*
(future)	**Niseho**	**tamin" i**	**Joseph Smith**
	appeared	*to*	*Jospeh Smith*

Subject Pronouns	
aho *I*	**isika**** *we (incl)* **izahay** *we (excl)*
ianao *you*	**ianareo** *you all (plu)*
izy *he/she*	**izy ireo** *they*

	Subject
	Ny Mpamonjy
	the Savior
ve	**Ny Filazantsara**
(yes/no)	*the gospel*
	Andriamanitra
	the gospel.
	Ny Mpaminany
	the prophet

I Joseph Smith

Joseph Smith

Andriamanitra sy Jesoa Kristy.

God and Jesus Christ.

Missionary Homework

How to Pray

Vocabulary:

Learn the following vocabulary to prepare for class instruction.

Nouns	
Andriamanitra	*God*
Fanahy Masina	*Holy Ghost*
Fianakaviana	*family*
Filazantsara	*gospel*
Fahafahana	*opportunity*
Mpamonjy	*Savior*
Ray any an-danitra	*Father in Heaven*
Namana	*friend*
Mpaminany	*prophet*
Fisaorana	*gratitude/thanks*
An-danitra	*heaven*
Fahasalamana	*health*
Fitiavanana	*love*
Izany	*that*

Verbs	
Misaotra	*to thank*
Mangataka	*to ask*
Manampy	*to help*
Mitahy	*to bless*
Mianatra	*to learn*
Atao	*to do/make (passive)*
Commands	
Tahio	*bless*
Ampio	*help*
Omeo	*give*
Preposition	
Amin'ny	*in the/ of the/ to the*
Noho ny	*because of or for the*

Remember:

Preach My Gospel teaches, "Seek the gifts of the Spirit, including the gift of tongues and the intepretation of tongues. More than anything else, this will help you speak and understand the language..." (PMG p. 133 italics added). What role does prayer play in helping you receive the gift and interpretation of tongues?

Application Questions

What role has prayer played in your conversion to the gospel of Jesus Christ? How does it continue to play a role in your life? What role should it play in the lives of those you teach?

Task

How to Pray
Ny fomba fivavahana

Refer to the Vocabulary and Phrases Malagasy book (pg. 107-108)

Address Heavenly Father:

Ry	**Rai(nay)**	**any an-danitra**
Dear	*Father (of ours)*	*there in heaven*

Andriamanitra O
Oh God

Express Gratitude:

Misaotra anao *Thank thee*	**izahay** we	**noho ny** for the	**fianakaviana.** *family.* **Mpamonjy.** *Savior.* **Fanahy Masina.** *Holy Ghost.* **filazantsara.** *gospel.* **mpaminany.** *prophet.* **fahafahana mianatra ny teny malagasy.** *opportunity to learn the Malagasy language.*
Feno fisaorana *Thankful*	**aho** *I*		

Ask for Help and Blessings:

Mangataka anao *Ask thee*	**izahay** *we*	**mba hanampy** *to help*	**ny fianakavia(ko).** *(my) family.* **ny nama(ko).** *(my) companion.* **ny mpaminany.** *the prophet.* **anay hianatra ny teny malagasy** *us to learn the Malagasy language.*
	aho *I*	**mba hitahy** *to bless*	

Mba tahio *Please bless* **Mba ampio** *Please help*	**izahay** *we* **aho** *I*	**amin' ny Fanahy Masina.** *with the Holy Ghost.* **amin' ny fahasalamana.** *with the health.* **amin' ny fitiavana.** *with the love.*

Ending a Prayer:

Izany vavaka izany atao(nay)	**Amin' ny anaran'i Jesoa Kristy, Amena.**
That prayer (we) do	*In the name of Jesus Christ, Amen.*

Missionary Homework

Testimony

Vocabulary:

Learn the following vocabulary to prepare for class instruction.
Study the vocab for 25 minutes.

Verbs	
Fantatra	*to know (passive)*
Tsapana	*to feel (passive)*
Hita	*to see (passive)*
Averina	*to restore (passive)*
Mankany	*to go to*

Adjectives	
Marina	*true*
Velona	*living*
Farany	*last*
Diso	*false*

Nouns	
Jesoa Kristy	*Jesus Christ*
Fiangonana	*church*
Olomasina	*saint (holy people)*
Andro	*days*
Ny Bokin'i Mormon	the Book of Mormon
Tenin'Andriamanitra	*word of God*
Mpamonjy	*Savior*
Lalana	*path*
Filazantsara	*gospel*
Fahamarinana	*truth*
Fiadanam-po	*peace*
Fifaliana	*happiness*
Fiainana	*life*
Fampianarana	*teachings*
Hafatra	*message*

Practice:

While outside, approach 3 different groups of missionary and bear testimony to them in Malagasy. Have your companion translate for you. Practice taking turns on who bears testimony and who translates. Repeat this process until you feel comfortable bearing testimony in Malagasy. Remember that this is not just a practice. Everyone needs the gospel.

Grammar Help:

The more you practice, the more comfortable you will become. This is true for speaking and listening. Try not to translate into English what your teacher says, but become familiar enough with the words, so that you instinctively know their meanings.

Task

Testify / Mijoro ho Vavolombelona

Refer to the Vocabulary and Phrases
Malagasy book (pg. 123-125)

State a Truth:

Fanta(tro) Known (by me) **Fanta(tray)** Known (by us)	**fa** that	**marina** true **mpaminany velona/marina** a living/true prophet **naverina tamin' ny laoniny** was restored **ny tenin' Andriamanitra** the word of God **ny mpamonjy antsika** our Savior **ny lalana mankany amin' Andriamanitra** the path that leads to God	**i Jesoa Kristy** Jesus Christ **ny Fiangonan' i Jesoa Kristy ho an' ny Olomasin' ny Andro Farany** The Church of Jesus Christ of Latter-day Saints **ny Bokin' i Môrmôna** The Book of Mornon **i Joseph Smith** Joseph Smith **i Thomas S. Monson** Thomas S. Monson **ny filazantsaran' i Jesoa Kristy** The Gospel of Jesus Christ
Tsapa(ko) Felt (by me) **Hita(ko)** Seen (by me)	**fa** that	**marina/mahafinaritra** true/wonderful **mpaminany velona/marina** a living/true prophet **naverina tamin' ny laoniny** was restored **ny tenin' Andriamanitra** the word of God	**ny hafatray** our message **ny tenin'ny namako** the words of my companion **i' Joseph Smith** Joseph Smith **i' Thomas S. Monson** Thomas S. Monson **ny fiangonana** the church ny Baiboly the Bible **ny lesona** the lesson ny fampianarana the teachings

Missionary Homework

Extend an Invitation

Vocabulary:

Learn the following vocabulary to prepare for class instruction.

Verbs	
Mankato	*to obey*
Mitandrina	*to keep*
Manaraka	*to follow*
Manaiky	*to accept*
Mivavaka	*to pray*
Mangataka	*to ask*
Mieritreritra	*to think*
Mamaky	*to read*
Miverina	*to return*

Nouns	
Soratra Masina	*scripture*
Boky Kely	*pamphlet*
Fampianarana	*teachings*
Lesona	*lesson*
Tantara	*story*
Hafatra	*message*
Fotoana	*time*
Andro Sabata	*Sabath Day*
Teny Fahendrena	*Word of Wisdom*
Ohatra	*example*
Lalana	*law*

Days of the Week	
Sunday	*Alahady*
Monday	*Alatsinainy*
Tuesday	*Talata*
Wednesday	*Alarobia*
Thursday	*Alakamisy*
Friday	*Zoma*
Saturday	*Asabotsy*

Preposition	
Alohan'ny	*before the*
Arorian'ny	*after the*
Amin'ny	*on the/of the/to the*

Remember:

When extending invitations, remember they should be direct and simple. PMG teaches, "Invitiations should be specific, direct, and clear. They invite or lead people to decide... They require them to make a commitment and to excercise active faith in the principles you have taught" (PMG p.197).

Think About It:

How do commitments help people exercise faith? What commitments will help your progressing investigator draw closer unto Christ? What action might they take as a result of the commitments you extend?

Practice:

With your companion, talk about the commitments you might extend in your upcoming lesson with your progressing investigator. Practice extending those commitements in Malagasy. You and your companion can take turns playing the role of the investigator. (See PMG p. 202 for additional practice activities).

Hamaky *will read*		**ny Bokin'i Mormona** *the Book of Mormon*	**ve** *(yes/no)*	**ianao?** *you?*	*Lit. Will you read the Book of Mormon?*	
Hamaky *will read*		**ity sorata masina ity** *this scripture* **ny Bokin'i Mormona** *the book of Mormon* **ity boky kely ity** *this pamphlet*	**ve** *(yes/no)*	**ianao?** *you?*	**alohan'ny** *before* **arorian'ny** *after*	**fotoana manaraka** *next time* **Alahady** *Sunday* **Asabotsy** *Saturday* **fanapahan-kevitra** *make a decision*
Afaka hiverina *can return*			**ve** *(yes/no)*	**izahay** *we*	**amin'ny** *on*	
Hivavaka *will pray* **Hangataka** *will* **Hieritreritra** *will think*	***momba*** *about*	***ny fampianara(nay)*** *(our) teachings* **ny batisa** *baptism* **ny Bokin'i Mormona** *the book of Mormon* **ny tantaran'i Joseph Smith** *the story of Joseph Smith* **ny hafa(tray)** *(our) message*	***ve*** *(yes/no)*	***ianareo?*** *you all*	***alohan'ny*** *before*	***lesona manaraka*** *next lesson* **Batisa** *baptism*
Hankato *will obey* **Hitandrina** *will keep* **Hanaraka** *will follow* **Hanaiky** *will accept*		**ny Andro Sabata** *sabath day* **Teny Fahendrena** *Word of Wisdom* **ny Lalan'ny Fahadiovampitondra tena** *the law of Chastity* **ohatran'i Jesoa Kristy** *the example of Christ*	**ve** *(yes/no)*	**ianao** *you* **izy ireo** *they* **izy** *he/she*		

Missionary Homework

Share a Scripture

Vocabulary:

Learn the following vocabulary to prepare for class instruction.

Verbs	
Miresaka	*to talk/speak*
Misy	*to exist or there is*
Mampihatra	*to apply / use*
Manaraka	*to follow (a person)*
Mamaky	*to read*
Mahita	*to see or find*
Mandalina	*to study*
Mitandrina	*to follow (a rule/commandment)*
Mitarika	*to lead*
Manakaiky	*to draw closer to*
Maharita	*to endure*
Manao	*to do or make*
Mitohy	*to continue*

Nouns	
Soratra Masina	*scripture*
Andininy	*verse*
Toko	*chapter*
Baiboly	*Bible*
Finoana	*faith*
Amin-kitsimpo	*sincere heart*
Batisa	*baptism*
Fahazotoana	*diligence*
tenin' Andriamanitra	*Word of God*
Fitsapana	*trial*

Numbers	
aotra	*zero*
Iraika	*one*
Roa	*two*
Telo	*three*
Efatra	*four*
Dimy	*fiive*
Enina	*six*
Fito	*seven*
Valo	*eight*
Sivy	*nine*

Numbers	
Folo	*ten*
Roapolo	*twenty*
Telopolo	*thirty*
Efapolo	*fourty*
Dimampolo	*fifty*
Enimpolo	*sixty*
Fitopolo	*seventy*
Valopolo	*eighty*
Sivifolo	*ninety*
Zato	*hundred*

For help with constructing numbers, turn to p. 77.

Practice:

With your companion, practice introducing and sharing scriptures. Bear testimony of the importance of the scripture. Switch roles, allow your companion to do the same. This practice can become more meaningful to you as you share scriptures that have meaning to you and to those you teach.

Task

Share a scripture / Mizara soratra masina

Refer to the Vocabulary and Phrases Malagasy book (pg. 126-128)

Introduce the scripture:

Misy soratra masina ao amin'ny Nefia Voalohany toko fahatelo andininy fahenina ka hatramin'ny fahavalo. Mba vakio azy fady.
There is a scripture in (Nephi first) chapter third verse sixth through eighth. (softener) Read please.

voalohany – first
faharoa – second
fahatelo – third
…
faharoa amby roapolo – 22nd
...
fahenina amby telopolo – 36th

Practice: Mix and match the phases to help apply the scripture to needs. (Note- Some phrases may not work together).

Araka ity soratra masina ity According to this scripture	**raha** if	**Verb Object** **mangataka ny fahamarinana amin'Atra** ask for the truth from God **mandalina ny tenin'ny mpaminany** study the words of the prophets **mitohy amin'ny finoana** continue in faith **maharitra hatramin'ny farany** endure to the end **manao ny sitrapon'Atra** do the will of God **mivavaka amin-kitsimpo** pray with a sincere heart	**Subject** **aho** I **ianao** you **isika** we (incl)	**Dia** then	**hahafantatra ny fahamarinana** will know the truth **hahazo hery mba handresy ny fitsapana** will receive power to overcome trials **hahatsapa fitiavana / fiadanam-po / fifaliana** will feel love / peace / joy **hitarika anao amin'ny fiainanao Andriamanitra** God will guide you in your life **hanakaiky amin'Andriamanitra sy ny mpamonjy** will get closer to God and the Savior **hahafantatra fa misy tokoa Andriamanitra** will know that God really exists

Missionary Homework

Share an Experience

Vocabulary:

Learn the following vocabulary to prepare for class instruction.

Verbs	
Mandeha	*to go*
Mivavaka	*to pray*
Mamaky	*to read*
Mahatsapa	*to feel*
Mieritreritra	*to think*
Mihaino	*to listen or hear*
Mianatra	*to learn*
Tsapana	*to feel (passive)*

Nouns	
Fiadanana	*peace*
Fifaliana	*joy*
Fahamarinana	*truth*
Fanahy Masina	*Holy Ghost*
Fotoam-bavaka	*Church(the meeting)*

Practice

Think of your conversion story. How did you find out that the church is true? Practice sharing your conversion story with an investigator. Help him or her know that they can also gain a testimony.

Think about one of the commandments or principles of the gospel. How have you gained a testimony of that commandment or principle? Do you have a personal experience or story that helped you gain that testimony?

Task

Share an Experience

	Verb	prep	Object
Rehefa *When*	namaky *read*	**momba** *about* (opitional) **tamin'** *to the*	ny Bokin'i Mormona *the book of Mormon*
	nivavaka *prayed*		ny tantaran'i Joseph *the story of Jospeh Smith*
	nandeha *went*		ny fotoam-bavaka *church (lit. time of prayer)*

Sub.	inverter	Verb	Object
Aho *I*	Dia *(then)*	**nahatsapa** *to feel* **tsapako** *I felt*	fiadanana *peace*
			fifaliana *joy*
			ny fahamarinana *the truth*

	Verb	prep	Object
Rehefa *When*	nihaino *listened*	**momba ny** *about* (opitional)	ny teny ny mpaminany *the words of the prophet*
	nieritreritra *thought*		lateny *the talk*
	nianatra *learned*		bitsika ny fanahy masina *whispering of the Holy Ghost*
Raha *If*			ny famerenana amin'ny laoniny *the restoration of the gospel*

Sub.	inverter	Verb	Object
izahay *we*	Dia *(then)*	**nahatsapa** *to feel* **tsapako** *I felt*	**fa marina izy** *that is was true*

	prep	Subject
Rehefa *When*	**mbola kely** *still young* (small)	Aho *I*
		Ny ray aman'dreniko *My parents*
		ny namako *My friend*

invertor	Verb	
Dia *(then)*	**namaky** *read* **nianatra** *I felt*	**momba** *about*

Object
ny Bokin'i Mormona *the book of Mormon*
ny tantaran'i Joseph *Jospeh Smith's Story*
ny fotoam-bavaka *church*

Missionary Homework

Asking Effective Questions

Vocabulary:

Learn the following vocabulary to prepare for class instruction.

Verbs	
Milaza	to say
Mahatsapa	to feel
Miteny	to speak
Mieritreritra	to think
Mampianatra	to teach
Mamaky	to read
Mahafantra	to know
Mivavaka	to pray
Mandeha	to go

Interrogatives	
Inona	what
Aiza	where
Amin'firy	what time
Firy	how many
Roviana or oviana	when
Nouns	
Finoana	faith
Fibebahana	repentance
Fitsapana	trials
Fiangonana	church
Mpaminany	prophet
Mpamonjy	Savior
Fanahy Masina	Holy Ghost
Soratra Masina	scriptures

Think About It:

What role do questions play in teaching? How can you use questions to better understand the needs of those you teach? How can you use questions to make your teaching more effective?

PMG teaches, "Good questions will help you understand interests, concerns, or questions that others have. They can enhance your teaching, invite the Spirit, and help your investigators learn" (PMG p.183).

Practice:

With your progessing investigator, apply what you have learned and tryto get to know him or her as best as you can. As you teach, apply the principles taught in "How to Begin" teaching (PMG p.176).

In your next appointment with your progressing investigator, ask at least 5 questions that help you to either understand your investigator better or that help your investigator ponder more deeply the message you are teaching. Record in your journal the difference it made in your teaching. Set a goal to apply this in your everday teaching.

Task Asking Effective Questions

	Mahafantatra *to know*	**Inona** *what*	**Ianao....** *you*	**momba an' i Jesoa Kristy** *about Jesus Christ?*	
	Verb	**Question Word**	**Subject**	**Object** *(optional)*	
N- *(past)* **M-** *(present)* **H-** *(future)*	**Mahafantatra** *to know* **Mahatsapa** *to feel* **Namaky** *read (past tense)* **Mieritreritra** *to think.*	**Inona** *what*	**ianao... momba** *you... about* *or any subject pronoun*	**ny Mpamonjy** *the Savior* **ny Bokin'i Mormona** *the Book of Mormon* **ny Bailboly** *the Bible* **ny mpaminany** *The propet* **ny fiangonana** *the chuch*	
N- *(past)* **M-** *(present)* **H-** *(future)*	**Nampianatra** *taught* **Niteny** *say* **Nilaza** *said*	**Inona** *what*	**ny soratra masina** *the scriptures* **ny Fanahy Masina** *the spirit* **ny mpaminany** *the prophet.*	**momba** *about*	**finoana** *fiath* **fibebahana** *repenctance* **ny fitsapana** *trials* **ny Mpamonjy** *the Savior*
	Mivavaka *to pray* **Mandeha** *to go* **Mampianatra** *to teach*	***Aiza*** *where* **Amin' firy** *what time* **Roviana or oviana** *when*	***izy*** *He/She/It* *(any subject pronoun)* **izy ireo** *They*		

Conceptual Practice: Adjectives

Study Guide

Expressing your feelings and describing people and objects

1. Preclass Preparation

Vocabulary

- Memorize the meaning and pronunciation of the following adjectives:

- *Zava-dehibe*	- *Lava*	- *Malahelo*	- *Tsara fanahy*
- *Velona*	- *Fohy*	- *Mazava*	- *Ratsy Fanahy*
- *Maty*	- *Tezitra*	- *Diso*	- *Maika*
- *Vitsy*	- *Faly*	- *Very*	- *Malalaka*
- *Maro*	- *Mazava*	- *Maloto*	- *Matanjaka*
- *Reraka*	- *Kamo*	- *Masina*	- *Manan-danja*

Grammar and Activities

- Study **Adjectives** found on the next page of this book. Understand how they can be used to form simple sentences(acting as the verb) or how they can be used to describe a person, place or thing.
- Study the word **"Tsy"** and see how placing it in front of each of the adjectives can change their meaning and usage.

2. Additional Study Ideas

- Review the vocabulary as a district. Using **Adjectives** to create simple sentences to express your feelings. You can also use them to describe your companion, parents, family members, or freiends. Have your companion repeat in English what was said.
- Use the board display to create sentences for your progressing investigator.

3. Postclass Work

Practice: Find out how your companion is doing. How are they feeling? How do they feel they are learning the language, etc.?

Missionary A. Find out the following about your companion:
— Is your companion happy?
— Is your companion sad?
— Is your companion short/tall?
— etc.
— Ask your companion to describe their family or parents. Ask him/her to describe their favorite teacher.

Missionary B. Answer the questions accordingly.

Example
Missionary A: Elder_____ Manao ahoana ianao?
Missionary B: Reraka aho, kanefa mbola faly. Ary ianao?
Missionary A: Malahelo aho.
Missionary B: Fa manionona?
...

Other Resources

Malagasy for Missionaries

Adjectives and Adverbs **pp. 42-45**

Give missionaries the opportunity to practice deciding whether adjectives are acting as verbs or true adjectives.

Adjectives can describe a specific noun or act as the verb of a sentence.

As a verb	Describing the noun
Marina ny Bokin'i Mormona.	**Mpaminany marina i Joseph Smith**
The Book of Mormon is true.	*Joseph Smith is a true prophet.*
Velona ny mpaminany i Thomas S. Monson.	**Misy mpaminany velona ve?**
The prophet Thomas S. Monson is living.	*Is there a living prophet?*
Lava ny toko.	**Olona lava i Goliata.**
The chapter is long.	*Goliath was a tall person.*

Have missionaries decide whether the underlined adjective in each of the sentences below will act as a verb or not. If not, have them say which noun it describes and goes after in the sentence. Then, have them re-arrange the sentence so it is in correct Malagasy word order.

Ex: The Book of Mormon is a true book.
- "True" is not a verb, but describes "book" and will therefore go after it in the sentence.
- "Book true the Book of Mormon is."

- Is Jesus Christ a good person?
- The teaching of Jesus Christ is great.
- Do you have a large family?
- He has great desires to follow Jesus Christ.
- This is an important principle.
- That's a good question.
- Life is hard.
- God is merciful.
- The atonement is real.
- God gives many blessings.
- The evil people killed Jesus Christ.
- We need strong faith.
- The scripture is short.
- Christ is holy.
- Nephi had great faith.
- The story is in second Nephi.
- The apostles are intelligent.
- It is important to pray for an answer.

Active Sentences

Niresaka	**tamin'ny olom-belona**	**tamin'ny**	**volohany**	**Andriamanitra**
spoke	*to man*	*in the*	*beginning(first)*	*God*
Verb	***Object***			***Subject***
Mampianatra *to teach* **Mandalina** *to study*	**ny filazantsara** *the gospel*	**amin'ny** *with the*	**Fanahy Masina** *Holy Ghost* **herin'Atra** *power of God* **fitiavana** *love* **Fahazotoana** *diligence*	**ny misionera** *the missionaries* **ny mpaminany** *the prophet* **ny apostoly** *the apostles* **ny Mpamonjy** *the Savior*
Mandalina *to study* **Misaintsaina** *to ponder*	**ny soratra masina** *the scriptures*		**isan-andro** *everyday* **isan-kerinandro** *every other week* **isam- bolana** *each month* **isam-potoana** *each year*	**ianareo** *You all.* **izahay** *we (inclusive)*
Niteny *spoke*	**tamiko** *to me* **tamin'i Joseph Smith** *to Joseph Smith* **tamin'i Lehi** *to Lehi*	**tamin'ny**	**fahitana** *vision* **fanambarana** *revelation* **nofy** *dream*	**Andriamanitra** *God* **Ny Tompo** *the Lord*

*****When making active sentences, remember that the subject comes at the end. The rest of the sentence will be constructed similary to English. Imagine if English always had the subect at the end. If you do this, you will find that it is similar to Malagasy. You can now directly translate from English to Malagasy. E.g: spoke to man in the beginning, God. was the first prophet, Adam. spoke to Adam, God.**

Function: Asking about and describing actions and events
Context: Teaching about the Restoration

Scenario

You and your companion meet a young teenage boy named Tahiry. After talking with him for a few moments, you see that he is interested in learning more. Because Tahiry is young, you decide that you need to teach *simply but powerfully.* With the board display as help, practice teaching Tahiry by using simple active sentences.

1. Prepare: Take a few minutes to plan and find scriptures that you would like to share. When beginning, remember to apply the principle of *"How to Begin Teaching."*

2. Practice: First **complete this activity in English** and then **repeat in Malagasy** with the board display as help. Take turns with your companion, playing the role of Tahiry. Try to be as authenitic as possible in your response to the teaching. Be real and sincere.

Remember: While teaching, be sensitive to the promptings that may come to you from the Spirit. The Spirit is "given by the prayer of faith; and if ye receive not the Spirit ye shall not teach" (D&C 42:14).

Additional Practice.

Mix and Match.

1.	Mangataka	A. to thank
2.	Mivavaka	B. to exist
3.	Miantso	C. to appear
4.	Manampy	D. to ask
5.	Miseho	E. to read
6.	Misy	F. to converse or speak
7.	Mamaky	G. to pray
8.	Mianatra	H. to call
9.	Misoatra	I. to learn
10.	Miresaka	J. to help

Additional Practice:

Fill in the blank using the word bank found below. Pay attention to present, past, and future tense to make sure the verb agrees with the sentence.

1. _____ tamin'ny laonin'ny filazanatsara I' Joseph Smith.
2. _____ ny Baiboly I Joseph Smith
3. _____ Tamin I' Joseph Smith Andriamanitra sy Jesoa Kristy.
4. _____ Andriamanitra sy Jesoa Kristy I Joseph Smith.
5. _____ fahefana tamin'I Joseph Smith Andriamanitra.
6. Afaka_____ isika mba hahafantra ny fahamarinana.
7. Afaka _____ ny fanahy masina isika amin'ny alalan'ny vavaka.
8. _____ amin'ny Andriamanitra isika rehefa mivavaka.
9. Tokony _____ Andriamanitra isika ho an'ny fitahiana.
10. _____ ho antsika I Jesoa Kristy.

Hivavaka Namaky Nahita Handray
Hangataka Nijaly Nanome Namerina
Mireseka Niseho

Answers:

1. D 2. G. 3. H 4. J. 5. C 6. B 7. E 8. I 9. A 10. F.
1. Namerina 2. Namaky 3. Niseho 4. Nahita 5. Nanome 6. Hivavaka
7. Handray 8. Miresaka 9. Hangataka 10. Nijaly

Time and Date

Afaka hihaona	**amin' ny**	**Talata**	**maraina**	**amin' ny**	**fito**	**sy**	**sasany**	**ve**	**isika**
Can meet	*at the*	*Tuesday*	*morning*	*at the*	*seven*	*(and)*	*half*	*(yes/no)*	*we (incl)*

hiverina
will return
handalo
come by
ho tonga
to arrive
hanamagy
to visit
hampianatra
to teach

amin'ny

Alatsinainy
Monday
Talata
Tuesday
Alarobia
Wednesday
Alakamisy
Thursday
Zoma
Friday
Asabotsy
Saturday
Alalahady
Sunday

maraina
(morning)
atoandro
(afternoon)
hariva
(evening)

amin'ny

iray (1)
roa (2)
telo (3)
efatra (4)
dimy (5)
enina (6)
fito (7)
valo (8)
sivy (9)
folo (10)
iraika ambin'ny folo (11)
roa ambin'ny folo (12)

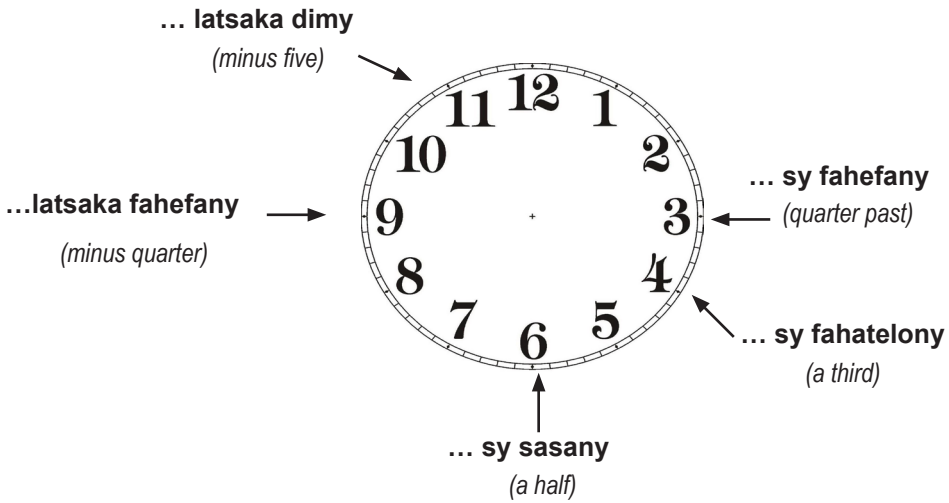
sy
(and)
--------- +
latsaka
(minus)

fahefany
(15 a quarter)
fahatelony
(20 a third)
sasany
(30 half)

(ve)
(yes/no?)

Personal Pronouns	
	isika**
aho	*we(incl)*
I	**izahay**
	we(excl)
ianao	**ianareo**
you	*you all (plu)*
izy	**izy ireo**
he/she	*they*

Amin'ny firy ny fotoam-bavaka?
What time is the church service?



Translate the Sentences. Check answers on next page.

1. Afaka hiverina amin'ny Alarobia amin'ny telo atoandro ve izahay?

2. Eny, afaka hiverina amin'ny Alarobia amin'ny telo atoandro ianareo.

3. Tsia, tsy Afaka hiverina amin'ny Alarobia amin'ny telo atoandro ianareo.

Function: Asking and answering questions of time, date, and location
Context: Setting Appointments

Scenario

While going door to door, you meet a man named Mahefa. He is busy, but agrees to listen to a brief message. You and your companion decide to give him an overview of the Restoration of the gospel at the door. Because he is busy, you deceide to set up a return appointment so you can teach him more. How can you utilize your planner during this activity?

1. Prepare: With your companion, practice setting up an appointment or a time you can stop in and visit. Try to use the board display as little as possible. Plan a short overview of the restoration that you could share with Mahefa. What is the most important thing you could tell him? Also, think about what commitments you might extend to help Mahefa to help him progress inbetween now and your next visit.

2. Practice: Have one companionship stay in the class while you and your companion stand outside and knock. Take turns speaking.

2. Re-practice: Re-practice this activity. If one of you had more of a chance to speak the first time, give more time to your companion to speak.

Think About it: Look at the front of your planner. What picture is depicted on it? How is your planner like a compass? Read Alma 37:38-41 with your companion. Discuss how this is like your planner and daily planning sessions. How can you make them more effective and show you faith in God? Preach My Gospel teaches, "Goal setting and planning are acts of faith"(PMG p. 146). So, how will you show your faith and diligence?

Additional Practice:

With your companion, take turns asking what time something is at.
E.g. What time is dinner? What time do you have gym, what time do we teach Rakoto, etc.?

Example :

Missionary A. Amin'ny firy ny fandalinana manokana?
Missionary B. Amin'ny fito izy.
Missionary B. Amin'ny firy ny sakafo atoandro?
Missionary A. Amin'ny dimy izy.
Missionary A. Amin'ny firy... etc.?

Answers:

1. **Can we(excl.) return on Wednesday at 3 in the afternoon?**
2. **Yes, you all can return on Wednesday at 3 in the afternoon.**
3. **No, you all can't return on Wednesday at 3 in the afternoon.**

Introducing Scriptures

Afaka	**hamaky ny soratra masina ao amin'ny**	**Jakoba**	**toko**	**voalohany**	**andininy**	**fahadimy**	**isika***
Can	*read the scripture holy in within*	*James*	*chapter*	*first*	*verse*	*fifth*	*we*

Afaka manokatra ny bokin'i
We can open the book of
Afaka mamaky ny soratra masina ao amin'i
Can read the scripture holy in
Ndao hijery ny soratra masina ao amin'i
lets look at the scripture holy in
Mba vakio azafady ny soratra masina ao amin'i
Please read the scripture holy in

Jaona
John
Amôsa
Amos
Efesianina
Ephesians
Alma
Alma
Petera
Peter
Etera
Ether
Nefia Faharoa
Nephi Second
Asan'ny Apostoly
Acts

voalohany
first
faharoa
second
fahatelo
third
fahaefatra
fourth
fahadimy
fifth
fahaenina
sixth
fahafito
seventh
fahavalo
eighth
fahasivy
ninth
fahafolo
tenth

voalohany
first
faharoa
second
fahatelo
third
fahaefatra
fourth
fahafito
seventh
fahasivy
ninth
fahafito
tenth
farany
last

fahafito ka hatramin'ny fahafolo
seventh until the tenth

aho *I*	**isika**** *we (incl)* **izahay** *we (excl)*
ianao *you*	**ianareo** *you all (plu)*
izy *he/she*	**izy ireo** *they*

Q. Afaka mamaky ny soratra masina ao amin'i Moroni toko fahafolo andininy fahefatra ve ianao?
Can you read the scripture in the book of Moroni chapter ten verse four?

A. Eny, Afaka mamaky ny soratra masina ao amin'i Moroni toko fahafolo andininy fahefatra aho.
Yes, I can read the scripture in the book of Moroni chapter ten verse four.

A. Tsia, tsy afaka mamaky ny soratra masina ao amin'i Moroni toko fahafolo andininy fahefatra aho.
No, I cannot read the scripture in Moroni chapter ten verse four

Function: Asking and answering questions of quality, quantity, number and sequence
Context: Sharing a Scripture

Scenario

Watch the video clip titled *Invitation to Read the Book of Mormon: Jynx from The District 2*. The missionaries are helping Jynx to understand what she needs to do in order to receive an answer from God. Using the board display and scriptures as help, try to answer Jynx's questions. Remember that we should use "the Book of Mormon in handling objections to the Church" (PMG pp. 108).

Practice:

Missionary A. Tell the investigator the things that he/she needs to do in order to receive an answer. You may include the following:
— Read and pray about the Book of Mormon
— Pray about Joseph Smith
— Go to church
— Study the Book of Mormon effectively
— Ponder the things he/she reads in the Book of Mormon

Missionary B. Assume a role similar to Jynx. Using the board display and the information provided by Jynx as a guide, ask missionary A questions or concerns you may have.

Example
Missionary: Mila Mamaky ny Bokin'ny Mormona Isika.
Investigator: Fa maninona no iliantsika izy?
Missionary: Iliantsika mamaky ny Bokin'ny Mormona mba ahafantarantsika ny fahamarinana.

Re-practice: Missionaries should rotate and change roles.

Additional Contexts

- Talk with your companion about what we need to do in order to receive a testimony.
- Talk about what the members in the ward can do to help fellowship investigators.
- Talk about what you need to do to more fully enjoy the guidance of the Spirit on your mission.

Possessive Agent Endings

	Hanatsara		**ny fiainanao**			**ve**	**ny filazantsara?**
	Will improve		*your life (the life of yours)*			*(yes or no?)*	*the gospel*
Eny,	**Mankahery**		**ny tanjo(na)**		**-ntsika**	**(ve)**	**ny Bokin'i Mormona**
Yes,	*To strengthen*		*goal(s)*	*-ko*	*our (incl)*	*(yes/no?)*	*the Book of Mormon*
Tsia, tsy	**Manasoa**		**ny fitiava(na)**	**my**	**-nay**		**ny filazantsara**
No, no	*To make well*		*love*		*our (excl)*		*the gospel*
	Mampilamina		**ny fiaina(na)** +	**-nao**	**-nareo**		**ny finoana an'Andriamanitra**
	To pacify		*life*	*your*	*your (plu)*		*the faith in God*
	Mampiray		**ny finoa(na)**	**-ny**	**-n'izy ireo**		**i Jesoa Kristy**
	To unite		*faith/belief*	*his/her*	*their*		*Jesus Christ*
	Mampiova		**ny ray aman-dreny**	**-n'ny fianakaviana**			**ny firaisan-kina**
	To change		*parents*	*the family's*			*the unity of purpose*
	Hanadio		**ny vava(ka)**		**-tsika**		**ny fanetren-tena**
	To make clean		*prayer*	*-ko*	*our (incl)*		*the humility*
	Hampitombo		**ny tarana(ka)** +	**my**	**-kay**		**ny Fanahy Masina**
	To increase		*descendant(s)*		*our (excl)*		*the Holy Ghost*
			ny fihetsi(ka)	**-kao**	**-kareo**		**ny fisoronana**
			behavior(s)	*your*	*your (plu)*		*the priesthood*
			ny resa(ka)	**-ny**	**-k'izy ireo**		**ny didy**
			discussions	*his/her*	*their*		*the commandment(s)*
			ny andraiki(tra)		**-tsika**		
			responsibility	*-tro*	*our (incl)*		
			ny eritreri(tra)	**my**	**-tray**		
			thought(s)		*our (excl)*		
			ny hevi(tra) +	**-trao**	**-trareo**		
			ideas	*your*	*your (plu)*		
			ny ana(tra)	**-ny**	**-tr'izy ireo**		
			advice	*his/her*	*their*		

Words ending with -na+others

Words ending with-ka

Words ending with -tra

Function: Asking about and expressing possession and ownership
Context: Teaching a first lesson

Scenario

You are going to visit a member referral for the first time. He is 20 years old and is a great soccer player. Before starting the lesson, you want to get to know him a bit better. How can you help him receive the message of the restoration? As you teach, try adding a possessive agent ending to each of the nouns or passive verbs you use.

Practice:

Missionary A. First spend some time getting to know your investigator. Apply the principles taught in Chapter 10 of PMG, "How to Begin Teaching." Teach according to his needs. Where possible, add the possessive agent endings.

Tip: If you and your companion agree, you may try making a game out of this activity. Who can use more possessive agent endings, while still attending to the needs of the one you teach?

Missionary B. You will take the role of the investigator. Using the board display as a guide, say what you like and what you do not like, and then ask missionary A about the same things.

Example
Missionary: Tianao hanao foot ve?
Investigator: Eny! Tena tiako ny manao foot.

Practice:

You arrived to your new area and the first appointment you have is with the bishop. You want to get to
know him and establish a good relationship with him. He loves missionary work and likes to help investigators. He is also a good cook, and he loves to talk about food.

Missionary A. Get to know more about your new bishop as you find out what he likes and dislikes. Remember to apply agent endings where possible. You can start by talking with him about the following:
— Missionary work
— Helping people
— His hobbies
— His calling
— His job

Missionary B. You will take the role of the bishop. Using the board display as a guide, say what you like and what you do not like, and then ask missionary A about the same things.

Additional Contexts

• Talk about your life. What are your goals? Hope? or dreams? Use possessive agent endings for each of the nouns.
• Describing how the gospel has improved your life.

Conceptual Practice: Causative and Reciprocal

Study Guide

Identifying root words and their meanings.

1. Preclass Preparation

Vocabulary

- Memorize the meaning and pronunciation of the following prefixes. Note that some have the same meaning.

- *Ma*	- *Mampi*	- *Mifan*
- *Mi*	- *Manka*	- *Mifanka*
- *Man*	- *Mana*	- *Mifampi*
- *Mampa*	- *Maha*	- *Mian*
		- *Miha*

Grammar and Activities

- After memorizing the meanings, study the differences between the usages of each of the prefixes. Pay attention to those used with adjectives and those used with verbs.
- Read PMG pp. 12 and highlight or underline all of the words that use one of the prefixes listed above. Identify and define the root word.
- Quiz your companion on the meaning of the prefixes.

2. Postclass Work

- List five verbs and five adjectives that you use commonly. Identify their root words and then change their prefixes and add the ones you just learned.
- Use the new words you just created to form sentences that you may use in your upcoming lesson with your progressing investigator.

Other Resources

Malagasy for Missionaries

Verbal Infix**es:** pp. 96-100

(note that even though they are taught as infixes, they are actually prefixes added to root words).

14. Conceptual Practice: Causative and Reciprocal

Give missionaries the opportunity to practice identifying the meaning of verbs with causative and reciprocal prefixes.

What is a prefix?

A prefix is a group of letters placed at the front of a word that changes the meaning of a word.

Hint: Most *active verbs* in Malagasy generally consist of a *prefix+ a root word*. We will show you how to *replace some of the common prefixes*, and *create new words*. E.g. Mianatra (to learn) consists of the prefix "mi" and the root word "anatra." We can replace "mi" with the prefix "mampi" (to do or make) and now we have the new word, mampianatra (to cause to learn or to teach). Common prefixes include "ma," ""mi," and "man."

Prefix	Use	Meaning	Formation	Other examples
Mamp(a)- Mampi-	With "ma" and "mi" verbs	**To do or make**	(ma)tahotra-to be afraid **Mampa + tahotra = mampatahotra**	**Mampiasa, mampatahotra** To use, to scare
Manka-	With "ma" adjectives	**To do or make**	(ma)hery-to be strong **Manka + hery = mankahery**	**Mankarary** To make sick
Mana-	With root adjectives	**(change of state**)	**Mana+Mafy= manamafy** To change + hard = to solidify	**Manatsara, manaratsy** To make good to make bad
Maha-	With root adjectives	(**cause of state)**	**Maha+ Tsara = mahatsara** To cause + good = that which makes good.	**maharatsy** that which makes something bad
Mifan-	With "man" verbs	**Shows reciprocity**	(Man)ome-to give **Mifan + ome = Mifanom**e	**Mifanampy** To help each other
Mifank(a)- Mifampi-	With "ma" and "mi" verbs	**Shows reciprocity**	(Ma)hita-to see **Mifanka + hita = mifankahita** (Mi)jery-to look at **Mifampi + jery =mifampijery**	**Mifampiresaka** To talk to each other
Mian-	With nouns	**Shows direction**	**Mian + tsena = miantsena** To go to + market = to go to the market	**Mianavaratra, mianatsimo** To go north, to go south
Miha-	With root adjectives	**Shows development**	**Miha + tsara = mihatsara** To become + good = to become good	**Miharatsy, mihasalama,** To become bad, healthy

Afaka, Te, and Tokony

	Mahazo		**fanambarana**		**ny mpaminany.**
	Receive		*revelation*		*prophets*

Afaka *Can*
Tokony *Should*
Te *Want*

Hijoro ho vavolombelona momba
Testify about
Hanambara
Reveal
Hampianatra
Teach
Hitarika
Lead
Hanoratra
Write
Hanana
to have
Hitahy
to bless
Hanampy
to help

momba *about*

	antsika
ahy	*us (incl)*
me	**anay**
	us (excl)
anao	**anareo**
you	*you (plu)*
azy	**azy ireo**
him/her	*them*

ny drafitr'Atra
God's plan
ny filazantsara
the gospel
an' Atra
God
ny olona
the people
ny fiangonana
the church

ny fahamarinana
the truth

(ve) *(yes/no?)*

	isika**
aho	*we (incl)*
I	**izahay**
	we (excl)
ianao	**ianareo**
you	*you all (plu)*
izy	**izy ireo**
he/she	*they*

ny mpanompon'Atra
the servants of God
ny tenin'ny mpaminany
the words of the prophets
ny fampianaran'izy ireo
their teachings
ny soratra masina
their scriptures

** **Izahay** *does not include the person spoken to.*
** **Isika** *does.*

*****When using Tokony or Te, you should make the verb future tense, because wants and desire are always in the future.**

Afaka mahazo fanambarana ve ny mpaminany?
Can prophets receive revelation?

Eny, afaka mahazo fanambarana ny mpaminany.
Yes, prophets can receive revelation.
Tsia, tsy mahazo fanambarana ny mpaminany diso.
No, false prophets do not receive revelation.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Commandments

Scenario

Imagine that you meet a member who is curious about serving a mission. They are interested in what they should do to prepare. They are also curious about what you can and should do as a missionary.

Practice:

Missionary A. Take the part of the member. Find out what you can do as a missionaries. What things should you do?
Missionary B. Answer the questions as you would if a member had sincerely asked you. How can you strengthen their testimony by the anwers you give?

Example

Missionary A: What should I do to prepare for a mission?
Missionary B: ... you should.... you can....
Missionary A: Should I....?

Additional Practice:

Practice translating these sentences into Malagasy. Have your companion or teacher help check if they are right.

1. **We should teach about the Book of Mormon.**
2. **They should learn about the gospel.**
3. **She wants to read the scriptures.**
4. **I can teach that principle.**
5. **We can be bless others lives.**

Complex Sentences: Raha...Dia...

Raha	**mivavaka amin-kitsimpo**	**ianao**	**dia**	**hahazo**	**valim-bavaka**	**(ianao)**
If	*pray with sincere heart*	*you*	*then*	*will receive*	*an answer to prayer*	*(you)*

Raha	**mamaky ny Bokin'i Môrmôna**	**aho** *I*	**isika**** *we (incl)* **izahay** *we (excl)*	**di a**	**mahazo**	**ny fiadanam-po**	**(ve)**	**aho** *I*	**isika** *we (incl)* **izahay** *we (excl)*
If	*Read the Book of Mormon*			*then*	*receive*	*peace*	*(yes/no?)*		
Rehefa	**mandeha any ampiangonana**	**ianao** *you*	**ianareo** *you all (plu)*		**mahatsapa**	**ny fitiavan'Atra**		**ianao** *you*	**ianareo** *you all (plu)*
When	*Go to church*				*feel*	*the love of God*			
	manaraka ny mpaminany	**izy** *he/she*	**izy ireo** *they*		**manome**	**ny fanampiana**		**izy** *he/she*	**izy ireo** *they*
	Follow the prophet				*give*	*help*			
	hatao batisa	**ny olona** *people*			**manana**	**ny zavatra ilainao**			
	Get baptized				*have*	*the things you need*			
	mibebaka amin'ny ota				**mitahy**	**ny fahalalana**			
	Repent of sin				*bless*	*knowledge*		*Andriamanitra*	
	mankato ny didy				**tohanana**	**ny fahasalamana**		**God**	
	Obey the commandments				*be supported*	*health*		*(nothing)*	
	mankato ny tenin'ny fahendrena				**tahiana**	**amin'ny fiainana**		*(when the topic of the first phrase is the same as the topic of the second)*	
	Obey the Word of Wisdom				*be blessed*	*in life*			
	maharitra hatramin'ny farany				**arovana**	**amin'ny fitsapana**			
	Endure until the end				*be protected*	*in/with trials*			
	mifady hanina				**ankaherezina**	**amin'ny fakam-panahy**			
	Abstain from food (to fast)				*be strengthened*	*in/with temptations*			
	mandoa ny fahafolonkarena				**ampiana**	**amin'ny fiahiahiana**			
	Pay tithing				*be helped*	*in/with worries*			
						amin'ny hery			
						with strength			
						amin'ny Fanahy Masina			
						with the Holy Ghost			

Raha mivavaka amin-kitsimpo ianao dia hahazo valim-bavaka ve ianao?
If you pray sincerely, will you receive an answer to prayer?

Eny, raha mivavaka amin-kitsimpo aho dia hahazo valim-bavak
Yes, if I pray sincerely, I will receive an answer to prayer.
Tsia, raha mivavaka amin-kitsimpo aho dia tsy hahazo valim-bavak
No, if I pray sincerely, I will not receive an answer to prayer.

Function: Asking about and answering questions of cause and effect
Context: Commandments

Scenario

While recently visiting one of the members in your ward named Francisco, you recieve a referral to teach Rakoto. Rakoto is interested in learning because he has been friends with Francisco for many years. Last time he was with Francisco, Francisco said he knew the church was true. Rakoto wants to know how he can know for himself. Using the If...then sentences you just learned, teach Rakoto how he can know the gospel is true. Also, try using scriptures as well as your testimony to help answer his questions.

1. Preparation: Take a couple of minutes and think about what you would like to say. Do not write it down this time. With one of the other missionaries in the district, take turns playing the role of Rakoto, while the other missionary teaches.

2. Practice: With only the board display for a reference, teach Rakoto about the restoration and share your testimony about the reality of God answering prayers using the grammar and vocabulary just learned (and other vocabulary you might already know). Following the practice, switch roles, and rotate partners and do the activity a second time.

3. Re-practice: Working in pairs, one missionary teaches his companion what role God played in his or her life. Switch roles and repeat the teaching expreience.

Additional Scenario(s)

You meet a man named Jean Bapiste while walking to church. He is astonished that you speak Malagasy so well and is curious about why you are in Madagascar speaking his language. How can you use this as an opportunity to share a message about the restored gospel?

Review

During lunch, look for a group of Elders and Sisters that you can share your testimony with. Have your companion translate and then switch roles when you are finished. Remeber that even members of the church are in need of the gospel, and our testimonies can have an impact on their testimones and lifes as well. Bearing testimony doesn't have to be just a practice. It can be an opportunity for you to fulfill your purpose to "help others"come unto Christ. Set a goal for how many people you will talk to and report your experience with your companion. Don't use your notes. Repeat this process as much as possible.

Adverbs of Place

Tonga	**eto**	**an-tany**	**isika**	**(mba hianatra)**
Come	*here*	*on (the) earth*	*we*	*(in order to learn)*

(Eny)
(Yes,)
(Tsia), tsy
(No,) (not)

Teraka **(t)**
Born *(past)*
Nampianatra
Taught
Niaina
Lived
Nanangana fiangonana
Built church
Nitory ny filazantsara
Preach the gospel
Maty
Died
Nalevina
Buried
Nitsangana tamin'ny maty
Resurected from the dead
Niseho tamin'ny olona
Appeared to the people
Afaka hiverina
Can (will) return

any
there (very far)
arỳ
there (far)
atsy
there (not too far)
ao
there (fairly close)
eo
there (seen)
ato
here (in the room)
eto
here (seen/abstract)
atỳ
here (to someone far)

any Jerosalema
in Jerusalem
any faritra Isiraely
in region Israel
am-piangonana
to (the) church
amin'ny hazo fijaliana
on the wood of suffering
am-pasana
in the tomb
any Amerika
in America
akaiky ny tempoly
near the temple
an-danitra
in heaven

(ve)
(yes/no?)

Personal Pronouns	
aho	**isika****
I	*we (incl)*
	izahay
	we (excl)
ianao	**ianareo**
you	*you all (plu)*
izay	**izy ireo**
he/she	*they*

i Jesoa Krsity
Jesus Christ
ny apostoly
the apostles

Niangana tany Ivato ve ianareo mianakavy?
Did you all (as family) go to worship at the church (there in) Ivato (city)?
Eny, niangona tany Ivato izahay mianakavy.
Yes, we all (as family) went to worship (there in) Ivato (city).
Tsia, tsy niangona tany Ivato izahay.
No, we all (as family) did not go to worship (there in) Ivato (city).

Function: Asking about and describing actions and events
Context: Restoration/Saviors Earthly Ministry

Scenario

You meet an individual on the street, and they are curious where your church is located. Using adverbs of place, tell them where it is located...

1. Practice: For help, turn to pp. 126 of Malagasy for missionaries. Use the map to identify where the church is located...

2. Re-practice: Keep alternating taking the role of the missionary and the man until you can comfortable with adverbs.

Additional Practice.

1. Practice: You and your companion can take turns hiding a pen or some other object. You can then use adverbs of place to help your companion locate it. Use the board display as a reference.

Although this is a simple activity, it can be symbolic of guiding an investigator toward the truth... Understand the difficulty of doing this in another langauge. As you do, this should help you to recognize your dependence upon God for help.

Additional Scenario(s)

You and your companion invited the man from English class to learn more about the restored gospel and he committed to do so. Last time you met, he asked how your church started, so you know he needs to learn about the message of the restoration (the first lesson) and thus understand why our church is different from any other. Help the man understand simple truths from the first lesson using the prinicples taught in this lesson.

Vocabulary

Memorize the following vocabulary and their corresponding meanings:

eto, ato, ao, eo, aty, ety, ary, ery, any, eny.

Other Resources

Malagasy for Missionaries

Adverbs of Place: pp. 124-128.

Conceptual Practice: Creating Nouns from Active

Study Guide

Identifying root words and their meanings.

1. Preclass Preparation

Vocabulary

- Learn to recognize the following verb endings. In the first row, is the common endings. In the second row is the endings they change into. Memorize these.

Original Ending	New Beginnings
- *tra*	- *rana*
- *y*	- *iana*
- *ka*	- *hana*
- *na*	- *ana*

Grammar and Activities

- Memorize the meanings of each of the prefixes. Note that some of them have the same meaning.
- After memorizing the meanings, study the differences between the usages of each of the prefixes. Pay attention to those used with adj and those used with verbs.
- Quiz your companion on the meaning of the prefixes.

2. Postclass Work

- List five verbs and five adjectives that you use commonly. Identify their root words and then change there prefixes and add the ones you just learned.
- Use the new words formed above into sentences that you may use in your upcoming lesson with your progressing investigator.

Other Resources

Malagasy for Missionaries

Creating nouns from Verbs: pp.47-50

6. Conceptual Practice: Using Verbs to Create Nouns

Use Verbs to Create Nouns — **mamaky**

- Change the "m" to an "f" — **famaky**
- Change the ending — **famaki**
- Shift the stress one to the right — **famaki**
- Add "-ana" to the end of the word — **famakiana**

Stressed Vowels

-Weak endings (na, tra, ka) the stress goes 3rd syllable from the end — miakatra (3 2 1)

-Other endings the stress goes 2nd syllable from the end — mamonjy

Call on a missionary to state the meaning of a verb, create a noun by following the rules, and then state the meaning of the noun.

Verbs with no Letter changes

- **Mino** *to believe*
- **Mandroso** *to progress*
- **Manana** *to have*
- **Mandalina** *to study*
- **Manambara** *to reveal*

Add in "V", "S" or "Z"

V
- **mahatonga** *to arrive*
- **manadio** *to clean*
- **miaro** *to protect*

S
- **mandefa** *to send*
- **mandray** *to receive*

Z
- **manome** *to give*
- **mifanakalo** *to exchange*

"y" at the end changes to "i"

- **mamaky** *to read*
- **mitahy** *to bless*
- **maminany** *to prophesy*
- **mamangy** *to visit*
- **manampy** *to help*
- **maniry** *to desire*

"Ka" weak ending changes to "h"

(unless the h is in the word before)

- **mibebaka** *to repent*
- **manaraka** *to follow*
- **miresaka** *to talk/converse*
- **mivavaka** *to pray*
- **manomboka** *to begin*
- **mitarika** *to lead/guide*

"I" changes to an "e" when stress shifts from an "e" (sometimes a or o) onto an "i"

- **miverina** *to return*
- **mandevina** *to bury*
- **manetry-tena** *to humble oneself*

(use the verb manetry, tena stays the same)

- **mamerina** *to return (something)*
- **mamonjy** *to save*

"Tra" ending changes to "r" or "t"

- **mianatra** *to learn*
- **misaotra** *to thank*
- **mihemotra** *to regress*
- **mahafantatra** *to know*
- **mampianatra** *to teach*

The -TRA will change to a T if there is an "R" in the word or "V" in the syllable before)

- **manoratra** *to write*
- **maharitra** *to endure*

To change a noun to a verb — **fitarihana**

Change the "F" to an "M" — **mitarihana**

Remove the –ana — **mitariha**

Reverse the letter change — **mitarika**

Shift the stress on syllable to the left — **mitarika**

Challenge: mieritreritra

Make a list of verbs beginning with "M," then state the new meaning and, call on a missionary to change it by following the pattern in order to create a verb.

Circumstantial Verbs Part 1

Ny fotoana		**ihaona(ntsika)**		**dia**	**amin'**	**roa**	
The time		*(we) meet*		*is*	*at*	*two.*	
Trig.		*Circ Verb*	*Noun*	*Inverter*	*(optional)*		
Ny fomba	**anakiray**	**ahafantarana**	**ny fahamarinana**	**dia**	**amin'ny alalan'ny**	**vavaka**	
the way	*one*	*to know*	*the truth*	*is*	*through*	*prayer*	
		ianarana				**fanambarana**	
		to learn				*revelation*	
		ahitana				**Fanahy Masina**	
		to see/find				*the holy Ghost*	
		ahazoana				**Famakiana**	**ny Bokin'i Mormona**
		to recieve				*reading*	*of the Book of Mormon*
		ahatakarana				**Fandehana**	**amin-piangonana**
		to understand				*going*	*to church*

Ny antony		**ivavahana**		**dia**	**hanakaiky**	**amin'Atra**	
The reason		*to pray*		*is*	*to draw closer*	*to God*	
		ibebahana			**didy**	**izy**	
		to repent			*a commandment*	*it's*	
		iresahana	**amin'Atra**		**hivoatra sy hianatra**		
		to speak	*to God*		*to learn and progress*		
		ampianarana	**ny filazantsara**				
		to teach	*the gospel*				

Circumstantial Triggers	**meaning**	**Question word it replaces**		**Cicumstantial Triggers**	**meaning**	**Question word it replaces**
Ny fomba	*the way*	*How?*		**ny olona**	*the person*	*Who?*
Ny antony	*the reason*	*Why?*		**ny zavatra**	*the thing*	*What?*
Ny toerna	*the place*	*Where?*		**ny fotoana**	*the time*	*When?*

Function: Asking and answering questions of cause and effect
Context: Bearing Testimony

Scenario

You are in your first appointment with Maurice and have just shared with him that God is our Father in Heaven and has established families as a part of His plan. Discuss with him how the gospel and knowing God's plan can help strengthen and bless his family. Also share with him how the gospel has blessed the families of you and your companion. Use circumstantial verbs when explaining "how" the gospel blesses families.

1. Preparation: Give the missionaries a couple of minutes to think about what the gospel has done for their own family and how others can have those same blessings.

2. Practice: Put missionaries together in pairs and have them decide who is going to take the role of Maurice and who will be the missionary. Using the grammar principle and vocabulary of this lesson and any other grammar and vocabulary they may know up to this point, have the missionaries teach Maurice about how the gospel will bless his family in specific ways. Make sure they use the possessive endings to make what they share personal to Maurice and as they share their own testimony about their own experience.

3. Re-practice: Have the missionaries switch roles, and rotate practice companions and repeat the activity. Move around among them and give needed help and encouragement.

Vocabulary

Ny Fomba- the way
Ny Antony- the reason
Ny Toerana- the place
Ny Fotoana- the time
Ny Olona- the person
Ny Zavatra- the things

Additional Scenario(s)

You have been teaching Lafatra for 3 months and she doesn't have a baptismal date set because she is still not legally married to her husband. You need to determine if she really would be willing to be baptized if she were to get married. How can you help her? Write below the actions you took and the result it had.

Additional Practice

Practice expressing "the way," "the reason," and "the how" the gospel has blessed your life. Recognize that you will need to use circumstantial triggers and verbs to express these ideas.

Mix and Match.

Match the circumstantial verb with its corresponding active verb.

1.	ahafantarana	A. mampianatra
2.	ivavahana	B. mianatra
3.	itadiavana	C. afaka
4.	ianarana	D. mitady
5.	ahitana	E. mibebaka
6.	ahafahana	F. miresaka
7.	ibebahana	G. mahazo
8.	iresahana	H. mahafantra
9.	ampianarana	I. mahita
10.	ahazoana	J. mivavaka

Answers:

1. H 2. J 3. D 4. B 5. I 6. C 7. E 8. F 9. A 10. G.

Circumstantial Verbs Part 2

Ny vavaka	**no**	**ny fomba**	**ahafantarana**	**ny fahamarinana**
Prayer	*(is)*	*the way*	*to know*	*the truth*
Subject +	**article +**	**Triggers +**	**Circumstantial verb +Ag. Ending**	**+Object**

Ny famakiana ny Bokin'i Mormona	**no**	**ny fomba**	**anakiray**	**ianara(ntsika)**	**ny fahamarinana**
The Reading of the Book of Mormon		*the way (trigger)*	*(one of)*	*(we) learn*	*the truth*
Ny fanambarana					
Revelation					
Ny vavaka					
Prayer					

*****Remember: To make circumstantial verbs, we first start with the active verb. We then change it to a noun, and finally we remove the "f," which leaves us with the circumstantial verb.**
E. g Miantra-to learn.
=fianarana.(noun) or learning= ianarana- circ. to learn.
see pg.

Ny fahamelone-keloka				
Forgiveness of sin	*no*	*ny antony*	*anakiray*	*ibebaha(ntsika)*
Ny faniry hiverina amin'Atra	**is**	**reason**	**(one)**	**(we) repent.**
The desire to return to God				

Ny fahamarinana	**no**	**ny zavatra**	**tadiava(ntsika).**
The truth	*is*	*the thing*	*(we) search for.*
Ny boky			
The book			
Ny stylo			
The pen			

Function: Asking and answering questions of cause and effect
Context: Teaching about Commandments

Scenario

You are meeting with an investigator named Mamy for the first time. He told you that he wants to believe in God, but he doesn't know if he can. When he saw you on the street, he decided he would talk to you. Use questions to be able to find out why he wanted to learn, and what are some of his possible concerns. After you understand his concerns and why he wants to learn, how can you adapt the message of the Restoration of the Gospel to meet Mamy's needs? Think of 5 circumstantial phrases you can use in your teaching of the restoration.

1. Preparation: Take a few minutes to think about what you would like to express to Mamy without writing down what you will say. With your companion, not necessarily with their regular companion, make a plan to teach together in unity.

2. Practice: With only the board display for a reference, teach Mamy about the Restoration and share your testimony about the truth. Use the grammar and vocabulary just learned. Following the practice, switch roles, and rotate partners and do the activity a second time.

3. Re-practice: Working in pairs, one missionary teaching his companion what role has the Savior played in your life. Switch roles and repeat this practice.

Additional Practice

Fill in the blank using the word bank found below. Review with a teacher.

1. Ny fomba _____ amin'Atra dia ny vavaka. (speak)
2. Ny antony_____ ny Bokin'i Mormona dia hahafantatra ny fahamarinana. (read)
3. Ny olona izay_____ Andriamanitra sy Jesoa Kristy dia Joseph Smith. (saw)
4. Ny zavatra _____ dia ny fiangonana marina. (he search for)
5. Ny zavatra _____ dia ny filazantsara. (taught by us). fahefana tamin'I Joseph Smith Andriamanitra.
6. Ny fomba _____ ny fahamarinana dia amin'ny alalan'ny vavaka. (we learn).
7. Ny fanambarana no ny zavatra _____. (we received)
8. Ny soratra masina no ny fomba anakiray_____ 'Andriamanitra aminstika. (speaks)
9. Ny vavaka no ny fomba anakiray _____ ny fahamarinana. (to know)
10. Amin'ny folo no ny fotoana _____ amim-piangonana. (we meet).

Hivavaka Namaky Nahita Handray
Hangataka Nijaly Nanome Namerina
Mireseka Niseho

Answers:

1. iresahana 2. amakiana 3. nahitana(past tense) 4. nitadiavany (past/agent ending) 5. ampianarany 6. ianaranay 7. nahazoanay 8. iresahan' 9. ahafantrana 10. ihaonantsika.

Asking Questions Part 2

	Inona	**ianao**	**no**	**mahafantatra**	**momba**	**i'Jesoa Kristy**
	What	*you*	*is*	*to know*	*about*	*Jesus Christ*
					(optional)	
Active	**Inona**	**ianao**	**no**	**mahafantra**	**momba**	**ny mpaminany.**
	What	*you*	*is*	*to know*	*about*	*the prophet.*
				mahatsapa		**Ny Bokin' i Mormona.**
				to feel		*the Book of Mormona.*
				mamaky		**Ny Baiboly.**
				to read		*the Bible.*
				mieriteritra		**Ny fiangonana.**
				to think		*the church.*
				Mandeha		**amin-pingonana**
				to go		*to church*
Passive	**Inona**		**no**	**fantatrao**	**momba**	**i'Jesoa Kristy**
	What		*is*	*know (by you)*		*Jesus Christ*
				azonao		**Ny Filazantsara**
				understood (by you)		*the gospel*
				ianaranao		**finoana**
				learned (by you)		*faith*
				tianao		**Fibebahana**
				liked (by you)		*repentance*
Circumstantial	**Ahoana**		**no**	**ahafantara(nao)**	**izany.**	
	How		*is*	*known (by you)*	*that.*	
				ianara(nao)	**ny fahamarinana**	
				learned (by you)	*the truth*	
				ampianara(nao)	**fa...**	**marina ny Bom.**
				taught (by you)	*that....*	*the Book of mormon is true.*
				amakia(nao)		
				read (by you)		

Ahoana no ahafantaranao fa marina ny hafatray?
How (can) you know if our message is true?

Ny fomba ahafantarako fa marina ny hafatrao dia amin'ny alalan'ny ….
The way I can know that your message is true is through…

Function: Asking about and describing actions and events
Context: Teaching about testimony

Scenario

You and your companion are teaching Dimby (and seven other people with him at the same time). You know that teaching them from the scriptures is really important for their spiritual and personal growth. How have the scriptures strengthened your personal testimony? What scriptures have helped your personally in your life? How can you help them find relevance for the scriptures in their own lifes? Use questions to help you understand how well your investitagator understands the scriptures your shared and what you have taught. What questions can you ask to help him/her think more deeply about what you are teaching?

1. Prepare: Take a few minutes to find scriptures that you would like to share. This practice will be more meaningful as you select scriptures that have helped you in your life. Why are they important to you? What questions might you ask about that particualr scripture? How will that help your progressing investigator?

2. Practice: How can you better use the scriptures, espeicially The Book of Mormon, in your teaching? Prepare to use the scriptures more effectively in your upcoming lesson with your progressing investigator. How can you introduce the sciptures better? How can you understand if you investigators understood the scriptures you shared? How might you clarify difficult words found in the scriptures?

Remember: Preach My Gospel states, "*The Book of Mormon is powerful evidence of the divinity of Christ.* It is also proof of the Resotation through the Prophet Joseph Smith. An essential part of conversion is receiving a witness from the Holy Ghost that the Book of Mormon is true" (PMG p. 103 italics added).

Additional Practice:

Refer to the board display to see how you can create new sentances by simply changing the question word. Although this will not work in every instance, try and construct as many sentences as possible.

Practice with your companion. Prepare and plan your lesson for your next appointment with your progessing investigator. You and your companion will each take turns playing the role of your investigator. Before you start, think of possible questions your investigator might ask. How might you asnwer these. As you try to put yourself in his shoes, you will be better prepared to teach him according to his needs. Follow the spirit in responding to any questions or concerns he or she may have.

Additional Practice:

With your companion, practice asking and answering questions. This activity will be most effective if you use questions that might be useful in your upcoming lesson with your progressing investigor. For example, if you are teaching about prayer, you might ask, why is prayer important (Fa maninona no zava-dehibe ny vavaka)? One persona in the companionship will ask a question. The other companion can play the role of the investigator. Switch roles every 5-10 minutes as needed.

Prepositions

Talohan'ny	**nidirako tamin'ny fiangonana**	**dia nila**	**nahafantatra**	**ny fahamarinana**	**aho**
Before	*entered by me into the church*		*needed to know*	*the truth*	*I*

Tamin'ny	**Nanaovana batisa ahy**	**dia**	**nahazo**	**ny Fanahy Masina**	**(ve)**
At the time of	*Baptizing me*	*then*	*received*	*the Holy Ghost*	*(yes/no?)*
Talohan'ny	**Namakiako ny Bokin'i Môrmôna**		**nahatsapa**	**ny fitiavan'Atra**	
Before	*Reading by me the Book of Mormon*		*felt*	*the love of God*	
Taorian'ny	**Nahazoako valim-bavaka**		**nanome**	**ny fahatsapana**	
After	*Receiving by me an answer to prayer*		*gave*	*the feeling*	
Nandritra ny	**Nivavahako tamin'Atra**		**nahafantatra**	**ny zavatra tokony hataoko**	
During	*Praying by me to God*		*knew*	*the things should be done by me*	
Avy tamin'ny	**Nisaintsainako momba izany**		**nianatra**	**ny fahalalana**	
from the	*Pondering by me about that*		*learned*	*knowledge*	
ho an'ny	**Nahatsapako ny Fanahy Masina**		**nahatakatra**	**ny fitarihana**	
for the	*Feeling by me the Holy Ghost*		*understood*	*the guidance*	
	Nitadiavako ny fahamarinana		**nino**	**ny tsindrimandrina**	
	Searching by me the truth		*believed*	*the inspiration*	
				fa marina izany	
				that is true it	
				fa mpaminany marina i Joseph Smith	
				that prophet true Joseph Smith	
				fa tokony hatao batisa	
				that should get baptized	
				fa handresy ny zavatra mafy	
				that would overcome the difficult things	

	isika
aho	*we (incl)*
I	**izahay**
	we (excl)
ianao	**ianareo**
you	*you all (plu)*
izy	**izy ireo**
he/she	*they*
Andriamanitra	
God	

Talohan'ny nidiranao tamin'ny fiangonana dia nila nahafantatra ny fahamarinana ve ianao?
Before you joined the church, did you need to know the truth?
Eny, talohan'ny nidirako tamin'ny fiangonana dia nila nahafantatra ny fahamarinana aho.
Yes, before I joined the church, I needed to know the truth.
Tsia, talohan'ny nidirako tamin'ny fiangonana dia tsy nila nahafantatra ny fahamarinana aho.
No, before I joined the church, I didn't need to know the truth.

Function: Asking and answering questions of quality, quantity, number and sequence
Context: Sharing Testimony and Experiences

Scenario

You are meeting with an investigator named Liva, for the first time. He accepted to have you come visit him tomorrow. Liva told you that he believes in God, but does not attend a church and cannot read, so he is not familiar with the history of the Bible. You decided to teach him about the pattern of prophetic dispensations as seen in the Bible. How does this tie into the Restoration? Why is it important for Live to understand this principle?

1. Preparation: How can you use prepositions in your teaching? Together with your companion, plan what you might say. After collecting your thoughts, prepare to teach another companionship in your district.

2. Practice: One companionship will take the role of Liva and a friend, while the other companionship teaches. Help Liva understand how God works through prophets to help His children come to know His plan for them.
Following the practice, switch roles, and rotate partners and do the activity a second time.

3. Re-practice: Working in pairs, one missionary teaching his companion about how having a living prophet on the earth has blessed his life. Switch the teaching and then have missionaries teach the same scenario, sharing their own experience? What role have prophets played in your life on earth?

Additional Scenario(s)

You have taught Lanto for about a month and he has read from the Book of Mormon but he has not kept any of the bigger commitments you have extended to him. After praying you realize that his Catholic background is most likely preventing him from believing in a living prophet. Practice teaching him about dispensations before returning to his home.

Additional Practice

In your lesson with your progressing investigator, try to use as many passives as you can. In addition to using as many passives as you can, write down any passive that you hear your investigator say. After this, record how well you did and set goals for improvement.

Using Tia

Tiako	**raha**	**hamaky**	**ny soratra masina**	**isika**
I'd like	*if*	*to help*	*the scriptures*	*we*

Tia(na) +
Wanted/Liked

-ko *by me*	**-ntsika** *by us (incl)* **-nay** *by us (excl)*
-nao *by you*	**-nareo** *by you (plu)*
-ny *by him/her*	**-n'izy ireo** *by them*
-n'i Jesoa Kristy *by the Holy Ghost*	
-n'Andriamanitra *by God*	

+raha
if

ho tafita (amin')
to succeed
hahazo
to receive
hangataka
to ask
handresy
to overcome
hanatsara
to make good
ho faly
to be happy
hanakaiky (an'Atra)*
to come closer to
hivavaka (amin'Atra)*
to pray (to)
hisaotra (an'Atra)*
to thank
ho atao batisa
to be baptized

ny fiainana
the life
valim-bavaka
answer(s) to prayers
ny fahasoavana
goodness//luck
ny fitahiana
the blessing
ny fahasalamana
the health
ny fakam-panahy
the temptations
ny traikefa
the experience
ny fahotantsika
the our sins`
any ampiangonana
there at church

(ve)
(yes/no?)

	isika** *we (incl)* **izahay** *we (excl)*
aho **I**	
ianao *you*	**ianareo** *you all (plu)*
izy *he/she*	**izy ireo** *they*

ny fianakavianao
your family
i Jesoa Kristy
Jesus Christ
ny mpaminany
the prophet

Tianao ve raha mampianatra anao izahay momba ny drafitra ny Famojena?
Would you like [it] if we taught you about the plan of Salvation?

Eny, tiako raha mampianatra izany ianereo.
Yes, I would like [it] if you all taught that.

Tsia, tsy tiako raha mampiantra izany ianao.
No, I wouldn't like [if] if you taught me that.

Note: You can also use **maniry** *but it is always followed by a noun and deals with a deeper desire of something of great importance.*
Ex: **Maniry ny fiainana mandrakizay aho.** *(I want eternal life.)*
Maniry ny hahazoantsika ny fisandratana faratampony Andriamanitr. *(God wants our receiving of salvation.)*

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Sharing Testimony / Get to know

Scenario

You are meeting with an investigator named Rina, who has been coming to church for 2 months but still refuses to set a baptismal date. She told you that she feels the spirit when she comes to church. You decide that you need to better understand what obstacles she might be facing in order to teach to her needs.

1. Preparation: Take a couple of minutes to think about what you would want to express to Rina. With your companion, prepare to teach. Have a teacher or another missionary play the role of Rina.

2. Practice: With only the board display for a reference, ask Rina questions to determine how she feels about the gospel of Jesus Christ. Following the practice, switch roles, rotate partners and do the activity a second time.

3. Evaluate: After you finish teaching, discuss with your companion what you liked and what you would like to work on. What went well? How did you feel while teaching? How did Rina feel?

Additional Scenario(s)

You have an investigator named Toky who has recently commited to be baptized. He is still concerned, however, because he doesn't see why he needs to be baptised again.(This concern has not been expressed vocally yet). He was baptized as a child in his parents church, and has been taught that it is a sin to be baptized again. He feels that what you are teaching is true, but he isn't sure. What should he do? How can he feel he is making the right decision? Using Circumstantial verbs, express "the way" he can now. Help him to understand "the reason" it's important to be baptized. Finally help him to know "the people" who are authorized to perform baptism. For help, see 3 Nephi 11:21-28.

Passive Verbs

Novakian'	**i**	**Joseph**	**Smith**		**Jakoba toko voloahany.**
was read by		*Joseph*	*Smith*		*chapter one.*
Passive Verb		*Agent Ending*			*Subject*
Vakiana	*Words ending with -na+others*		**-ntsika**		**ny soratra masina**
to read		**-ko**	*our (incl)*		*the scripture*
Hazavaina		*my*	**-nay**		**ny Baiboly**
to explain			*our (excl)*		*the bible*
Omena		**-nao**	**-nareo**		**ny vavaka**
to give		*your*	*your (plu)*		*the Prayer*
Iliana		**-ny**	**-n'izy ireo**	**fa zava-dehibe**	**ny finoana an'Andriamanitra**
to need		*his/her*	*their*	*that... is important*	*Jesus Christ*
Atao		**-i'Joseph Smith**			**ny firaisan-kina**
to do/make/ or think		*Joseph Smith*			*the unity of purpose*
Inoana	*Words ending with-ka*		**-tsika**		**ny fanetren-tena**
to believe		**-ko**	*our (incl)*		*the humility*
Tsapana		*my*	**-kay**		**ny Fanahy Masina**
to feel			*our (excl)*		*the Holy Ghost*
Ekena		**-kao**	**-kareo**		**ny fisoronana**
to accept		*your*	*your (plu)*		*the priesthood*
Hita		**-ny**	**-k'izy ireo**		**ny didy**
to see		*his/her*	*their*		*the commandment(s)*
Fantatra	*Words ending with -tra*		**-tsika**	**fa**	**marina ny tantara**
to know		**-tro**	*our (incl)*	*that*	*the story is true*
Lazaina		*my*	**-tray**		**zava-dehibe ny tenin' Andriamanitra**
to say			*our (excl)*		*the word of God is important*
Eritreretina		**-trao**	**-trareo**		**sarotra ny fitsapana**
to think		*your*	*your (plu)*		*the trial was hard*
		-ny	**-tr'izy ireo**		
		his/her	*their*		

Function: Asking about and describing actions and events
Context: Restoration/Plan of Salvation

Scenario

You have been meeting with Tiana, a less-active member, for a few weeks. She is still having trouble keeping many of her commitments. You decide that you want to share a personal experience to help her put her faith in God and seek spiritual blessings. Think of 5 passives sentences that you can use and apply in your lesson.

1. Prepare: Take a moment to think about an experience where you have been blessed for trusting in the Lord and doing what He wants you to do.

2. Practice: In pairs, practice using what you have learned previously to try and help Tiana. Practice sharing your experience with her and notice the effect it has.

3. Re-practice: Pair the missionaries with someone other than their companion. Have them re-practice sharing an experience and helping Tiana.

Additional Practice:

Mix and Match.

1.	Vakiana	A. to feel
2.	Omena	B. to teach
3.	Ampiana	C. to do or make
4.	Atao	D. to learn
5.	Azo	E. to read
6.	Hita	F. to give
7.	Fantatra	G. to help
8.	Tsapana	H. to see
9.	Ianarana	I. to receive
10.	Ampianarana	J. to know

Answers.

1. E 2. F 3. G 4. C 5. I 6. H 7. J 8. A 9. D 10. B.

Passives Sentences Cont.

	Nomen'	**Andriamanitra**	**ny drafitry ny famonjena**	**isika**
	given (past tense)	*by God*	*the plan of salvation*	*(for) us. lit we.*
	Passive Verb	*Subject (person or thing by whom the action is done)*	*object*	*reciever of action*

N/No- *(past)*	**Omen(a)** *to give* **Harian(a)** *to create*	**Andriamanitra** *God*	**ny Mpamonjy** *the Savior* **ny vatantsika** *our bodies* **izao fiainana izao** *this life* **izao tontolo izao** *this world*	**isika** *We* **ianao** *you* **or ho antsika** *for us*
H/Ho- *(Future)*				

Passive	**Subject**	**Reciever of Action (optional)**		**object**
Tian(a)' *to love*	**Andriamanitra** *God* **i' Adama sy Eva** *Adam and Eve* **i' Satana** *Satan*	**isika** *We*	**mba** *to*	**ho tonga tahaka azy** *become like him* **hiverina any Aminy** *return to Him* **hankato ny didiny** *obey his commandments* **Hianatra sy hivoatra** *to learn and progress* **hihinana ny voankazo voarara** *eat the forbidden fruit* *tsy nakato* *not obey*
More Examples. **Nodidian(a)'** *to command* **Nampian(a)'** *to help*	**Andriamanitra** *God*	**isika** *We* **i Adama sy Eva** *Adam and Eve*	**mba** *to*	**hatao batisa** *be baptized* **hibebeka amin'ny fahotana** *repent of sin* **hanambady ara-dalana** *married according to the law.*

Function: Asking about and describing actions and events
Context: Plan of Salvation

Scenario

You are teaching Haja about the plan of salvation and you begin to talk to him about life on earth and he stops you and says, "I believe in God and go to church, and I know that we need to be good while on earth. I want to know specifically what God wants from me though, and what He wants me to do in this life. Ask him questions to find out what he desires. What are maybe some of his concerns? Use passive sentences to answer his questions.

1. Practice: Work with your companion in unity. Using the grammar principle and vocabulary you've learned, teach Hery according to his needs. You can take turns with another companionship in your district in playing the role of Haja.

2. Re-practice: Switch roles, and have the other companionship teach. Listen for words and phrase that you are unfamiliar with, and get help translating those.

Additional Practice:

Passive Sentences: Define the passive verb, and then use it to construct a new sentence.

1. Vakina-

2. Atao-

3. Fantatra-

4. Azo-

5. Valina-

Passive Verbs Cont.

Nomeko	**ny boky**	**izy**	
given by me	*the book*	*He*	*lit. He was given the book by me.*

Ome(ko)	**ny boky**	**izy**
given (by me)	*the book*	*to him*
Zarai(ko)	**ny fanomezana**	
shared (by me)	*the gift*	
	ny Fanahy Masina	**tamin' i Maria**
	the Holy Ghost	*to Mary*
	ny taratasy	
	the paper	

Ampianari(nay)	**Ny Bokin'i Mormona**	**ilzy ireo**
taught (by us)	*the Book of Mormon*	*They*
	ny filazantsara	**(or any other subject pronoun)**
	the gospel	
	ny tenin' Atra	**tamin'i Jean Paul**
	the word of God	*to Jean Paul*
	ny teny Anglisy	
	English	

Additional Methods of Sentence Structure.

Practice Translating:

1. Nampianariko	**ny lesona**	**izy.**
2. Nampianariko	**ny lesona**	**tamin' i Maria.**
3. Nampianariko	**Maria**	**ny lesona.**
4. Nampianariko	**azy**	**ny lesona**

Scenario

You are meeting with an investigator named Tahina for a second time. He is listening to the overview of the plan as you present a visual aid. You decided to point out each step so that Tahina can follow along. Use passive sentences in teaching the plan of Salvation.

1. Preparation: Missionaries need to pair up and be prepared to teach based on the steps of the plan of salvation (using a picture) and point to and describe each section by using demonstratives. Review notes and prepare them to teach based on the scenario. Missionaries will use vocabulary in this lesson, as well as any other previously learned vocabulary, as they teach. Also, have them think of some questions related to the topic.

2. Practice: Have the missionaries teach Tahina and help him understand the plan and the things that he has and will experience.

3. Re-practice: Following the practice, switch roles, and rotate partners and do the activity a second time.

Answer to p. 66"Passive Verbs Cont: Practice Translating."

1. The lesson was taught by me to he.
2. The lesson was taught by me to Mary.
3. Maria was taught by me the lesson.
4. The lesson was taught by me to him.

Demonstrative Pronouns

Hadinontsika *Forgotten by us*				**izany** *that (abstract)*	**fiainana** *life*	**izany** *(that)*
Tsy tanteraka				**(ve)**	**izao**	**tontolo**	**izao**
not perfected				*(yes/no?)*	*this (abstract)*	*world*	*(this)*
Manan-danja					**io**	**vatana**	**io**
of great value					*that*	*body*	*(that)*
Fanomezana lehibe					**ireo**	**lesona**	**ireo**
important gift					*those*	*lesson(s)*	*(those)*
			-ntsika		**ity**	**traikefa**	**ity**
Nohari(na)		**-ko**	*by us (incl)*		*this*	*experience(s)*	*(this)*
created		*by me*	**-nay**		**ireto**	**sakana**	**ireto**
Hadino			*by us (excl)*		*these*	*obstacles*	*these*
forgotten		**-nao**	**-nareo**			**fiainana**	
lanara(na)	**+**	*by you*	*by you (plu)*			*life*	
learned		**-ny**	**-n'izy ireo**			**didy**	
Lalova(na)		*by him/her*	*by them*			*commandments*	
passed through		**-n'i Jesoa Kristy**					
Ilai(na)		*by Jesus Christ*					
needed		**-n'Andriamanitra**					
		by God					

(Eny,)
(Yes,)
(Tsia,) (tsy)
(No,) (not)

When you have already mentioned the noun and you don't want to repeat it, you can just the demonstrative by itself.

Fanomezana lehibe **izany.**
Gift *important* *that (That is an important gift.)*

Nahary izao tontolo (izao) ve Andriamanitra?
Did God create this earth?

Eny, nahary izao tontolo izao Andriamanitr
Yes, God created this earth.
Tsia, tsy nahary izao tontolo izao Andriamanitr
No, God did not create this earth.

Note: **Izao** *and* **ity** *are different types of "this." While both* **izao** *and* **ity** *imply something you are touching,* **izao** *implies more of a time, location, or situation.*

Scenario

You are teaching Bakoly and her family for the first time. She thinks that being good is enough and does not see the point of the gospel in her life. How can you and your companion help Bakoly find relevance for the the gospel in her life? Why is the gospel important for everyone?

1. Practice: Think about what you would like to teach and say to Bakoly. Use the grammar and vocabulary you have learned to teach Bakoly according to her needs. What commitments and blessings might you extend? As you are teaching, make a note of things you felt impressed to say, but didn't know how.

2. Re-practice: With the aid of one of your teachers, translate the sentences you wanted to say from the first practice but couldn't. Practice teaching Bakoly again, and use the newly formed sentences. What did you notice?

- Memorize the meaning and pronunciation of the following demonstrative pronouns.
  - *ity...ity*
  - *izao...izao*
  - *io...io*
  - *ireto...ireto*
  - *ireo...ireo*
  - *iry...iry*
  - *iny...iny*
  - *ireny...ireny*
  - *izany...izany*

Other Resources

Malagasy for Missionaries

Demonstratives **pp. 51-52**

Passive Commands

Mba	**soraty**	**ireo fanontanianao**	**azafady.**
(Softener)	*write down*	*those your questions*	*please.*

	vakio	**ity soratra masina ity**
	read	*this scripture*
	jereo	**io andalana mikasika ny finoana io**
	look for	*that passage about the faith that*
Mba	**omeo**	**ny valin'ny fanontanianao**
(Softener)	*give*	*(for) the answer to the your question*
	zarao	**ny fahatsapanao**
	share	*the your feelings*
	teneno	**ny tantaran'i Joseph Smith**
	speak (of)	*the story of Joseph Smith*
	azavao	**ny hevitrao momba ny hafatray**
	explain	*the your ideas about our message*
		ny eritreritrao momba ny bokin'i Mormorna
		the your thoughts about the book of Mormon
		ny tadidinao mikasika ny famakiana
		the you remembered from the reading
		ny vokatsoan'ny fotoam-bavaka tao an-piangonana
		the fruits of the prayer meeting(s) in the church

Additional Practice: *Translate sentences. See answers found on p. 77.*

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1. Mba omeo ohatra azafady.

2. Mba Soraty ny fahatsapanao mikasika ny tantaran'i Joseph Smith.

3. Mba zarao ny eritreritrao momba by bokin'i Mormona azafady.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Sharing Scriptures/ Prayer

Scenario

You have been meeting with Tiana, an investigator, for a few weeks. He is still having trouble keeping many of his commitments. You decide that you want to share a personal experience with him to help him put his faith in God and seek spiritual blessings.

1. Prepare: Take a moment to think about an experience where you have been blessed for trusting in the Lord and doing what He wants you to do.

2. Practice: In pairs and using the vocabulary and structures in the lesson as well as any others they have learned previously, missionaries practice teaching the other as Tiana and sharing a personal experience that they think will help him exercise the faith he needs to in order to keep his commitments and come closer to the Savior.

3. Re-practice: Pair the missionaries with someone other than their companion. Have them re-practice sharing an experience and helping Tiana.

Answers to Activity on p. 70 "Passive Commands."

1. Please give (me) an example.

2. Please write down your feelings concerning Joseph Smith's story.

3. Please share your thoughts with us about the Book of Mormon.

Comparatives and Superlatives

Tsara	**kokoa**		**ny fahalavon'i Adama**	**noho**	**ny fijanonany tao an-tsahan'i Edena**
Better	*(er)*		*the fall of Adam*	*than*	*the staying in the garden of Eden*

Mivoatra	**lavitra**	**(ve)**	**ara-batana ireo izay tonga eto an-tany**	**raha oharina amin'**	**ireo izay tsy manana vatana**
Improve	*far*	*(yes/no?)*	*physically, those who came to the earth*	*if compared with*	*those who do not have body*
Mandroso			**ara-panahy ireo izay mitandrina ny didy**		**ireo izay tsy mino**
Progress			*spiritually, those who keep the commandements*		*those who do not believe*
Matanjaka			**ny olona izay miomana ny hihaona amin'Atra**		**ireo izay tsy miomana**
strong			*the people who prepare to meet God*		*those who do not prepare*
Sambatra			**manaraka ny ohatr' i Jesoa Kristy**		**ny olona izay manota**
Blessed			*follow the example of Jesus Chirst*		*the people who sin*
Faly			**ny olona vita batisa**		**ny olona tsy mankato ny didy**
Happy			*those have been baptized*		*the people who are not obeying the*
Ambony			**ireo izay mandalo traikefa**		**ireo izay miadana foana**
High			*those who pass/go through experiences*		*those who have plenty always*
Ratsy			**ny drafitr'Andriamanitra**		**ny hevitry ny olombelona**
Bad/evil			*God´s thoughts*		*the thoughts of mankind*
			ny fianakaviana izay miara-miangona		**ireo izay tsy an-trano fotsiny**
			the families that worship together		*those who just stay at home*
					ny olona izay tia tena
					the people who are selfish

(Eny,)
(Yes,)
(Tsia,) (tsy)
(No,) (not)

---

1. Faly kokoa ve ireo izay mivavaka noho ireo izay mipetraperaka fotsiny?

2. Eny, faly kokoa ireo izay mivavaka noho ireo izay mipetraperaka fotsiny.

3. Tsia, tsy faly kokoa ireo izay mivavaka noho ireo izay mipetraperaka fotsiny.

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Plan of Salvation/Kingdoms of Glory

Scenario

Complete the second Companion Study activity under "Ideas of Study and Practice" at the end of Chapter 11 of Preach My Gospel. Discuss the commitments that you will be extending in your upcoming lesson with your progressing investigator. What are some of the blessing they may receive as they keep those commitments? What are possible blessings you could promise them? Practice promising those blessing in Malagasy.

1. Practice: Working with your companion, practice extending the commitments and promising the blessings that you and your companion have prayfully selected.

2. Re-practice: First evaulate, "How effective were the commitments and blessings you extended? How did they help your investigator? What might you and your companion change to make it more effective?" Re-practice extending these commitments and blessings. Work on anything else you would like to improve.

Answers to Activity on p. 72 "Comparatives and Superlatives."

1. Are those who pray happier than those who just sit around?

2. Yes, those who pray are happier than those who just sit around.

3. No, those who pray are not happier than those who just sit around.

Conceptual Practice: Numbers

Study Guide

Numbers

1. Preclass Preparation

Vocabulary

- Memorize the Malagasy numbers 1-100. If you have already memorized those, then you may also memorize the numbers in French. Often times, both sets of numbers are used in Madagascar.

- *1. Un*
- *2. Deux*
- *3. Trois*
- *4. Quatre*
- *5. Cing*
- *6. Six*
- *7. Sept*
- *8. Huit*
- *9. Neuf*
- *10. Dix*

Grammar and Activities

Scripture Chase

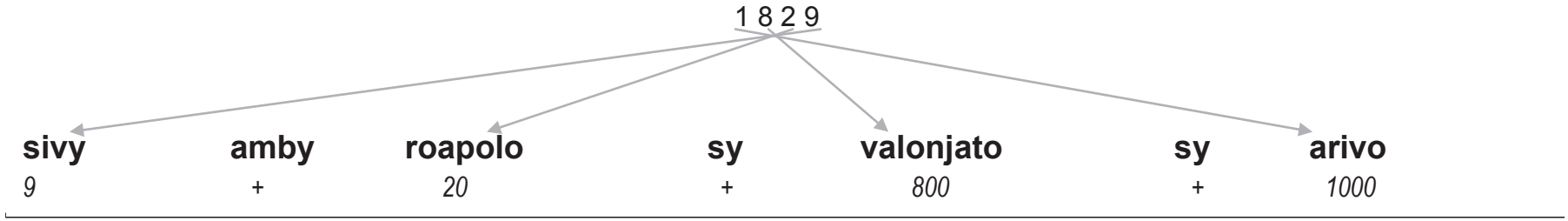
- With your companion, take turns introducing a scripture in Malagasy. This will help you both get used to using and listening to numbers. Practice this in French and Malagasy. See how fast you can do this activity.

Other Resources

Malagasy for Missionaries

Adverbs: pp. 136-140

Give missionaries the opportunity to <u>practice creating</u> numbers in Malagasy.



iraika - *1* **roa** - *2* **telo** - *3* **efatra** - *4* **dimy** - *5* **enina** - *6* **fito** - *7* **valo** - *8* **sivy** - *9*	**ambin'ny*** *[for #'s 11-19]* **amby** *[for #'s 21-99]*	**folo** - *10* **roapolo** - *20* **telopolo** - *30* **efapolo** - *40* **dimampolo** - *50* **enimpolo** - *60* **fitopolo** - *70* **valopolo** - *80* **sivifolo** - *90*	**amby** *[for #'s 101-199]* **sy** *[for #'s 201-999]*	**zato** - *100* **roanjato** - *200* **telonjato** - *300* **efajato** - *400* **dimanjato** - *500* **eninjato** - *600* **fitonjato** - *700* **valonjato** - *800* **sivinjato** - *900*	**sy**	**arivo** - *1000* **roa arivo** - *2000* **…**

*Note: The connector words are only used if there is something directly after it. If there is nothing in the 10s place, for example with 101, then the first connector words would not be used, but the connectors directly before 100 would.

<u>Other important numbers</u>

iray - *1 (by itself)*
aotra - *0 (nothing)*
alina – *10,000*
tapitrisa – *1,000,000*

<u>Ordinal numbers</u> – numbers that mark an order (ex. 1st, 2nd, 3rd, 45th, 117th, etc)

These numbers are made by simply putting "faha-" in front of the Malagasy number.

ex: 117th – faha-fito ambin'ny folo amby zato

The one exception to this is with the 1st which is the very first one (not first as in the 41st).

voalohany – *1st (the very first one)*

faha-iraika amby efapolo – *41st*

11	iraika ambin'ny folo
107	fito amby zato
1830	telopolo sy valonzato sy arivo
2012	roa ambin'ny folo sy roa arivo
36th	faha-enina amby teolpolo
101st	faha-iraika amby zato

24	efatra amby roapolo
97	fito amby sivifolo
1	iray
53	telo amby dimampolo
77th	faha-fito amby fitopolo
1st	voalohany

13. Conceptual Practice: Transitive and Intransitive

Give missionaries the opportunity to practice using the transitive and intransitive forms of verbs.

Many verb roots can have two different active verb forms depending on which active prefix is used in front. One form will have a transitive meaning and the other an intransitive meaning.

Have each companionship create sentences with each word pair below, making sure they use the correct form for the context.

Example: ala

miala – *to leave*	Niala tamin'ny fiangonana Katôlika izy. (*He left [from] the Catholic Church*.)
manala – *to remove*	Nanala ny fahamarinana teto an-tany Andriamanitra. (*God removed the truth from the earth)*

	Transitive	**Intransitive***
	Can act on someone/something else. This means that it can be followed by a direct object.	Acts on its own. This means that it cannot have a direct object.
Root	*man-* prefix**	*mi-* prefix
petraka	mametraka – to set, place	mipetraka – to sit
verina	mamerina – to return/restore (something)	miverina – to return/come back
tsangana	manangana – to raise up	mitsangana – to stand up
sasa	manasa – to wash (something)	misasa – to wash up
dika	mandika – to translate	midika – to mean
seho	maneho – to show	miseho – to appear
ova	manova – to change (something)	miova – to change (on its own)
janona	manjanona – to stop (something)	mijanona – to stop (on its own)
findra	mamindra – to exchange	mifindra – to transfer/move

*Note that because intransitive verbs cannot act on something else, there can be no receiver of those verbs and therefore there will not be a passive form of those verbs.

**Note that with roots starting with *p*, *b*, *v*, or *f*, *man-* will become *mam-*.

Other Resources

Malagasy for Missionaries

***Active Voice*: pp. 83-86**

7. Conceptual Practice: Word Combinations and Letter Changes

Give missionaries the opportunity to practice combining two word concepts in Malagasy.

When two words in Malagasy are used to represent one idea (ex: redeeming + sacrifice = atonement), the two words are often combined into one word in the following manner.

	First Word			Second Word		
-ka/-tra ending	**Drop ending**			**Change first letter:**	**f → p**	
	zava(tra)	→	zava-	**v → b**	**l → d**	
				h → k	**r → dr**	
				s → ts	**z → j**	
-na/other ending	**Drop *-na***		**Add *–m* (before *p* or *b*)**			
			Add *–n* (before others)			
	mana(na)	→	manan-	fampianarana	→	-pampianarana
	boky	→	bokin-	lalana	→	-dalana

sorona + fanavotana = sorom-panavotana

sacrifice + saving = atonement

For each of the following word pairs create the word with the combined meaning. In the second box, create the noun form of the verb, and then combine the two words to create the new noun.

araka (according to) + **vatana** (body) = physical	**araka** (according to) + **fanahy** (spirit) = spiritual
olona (people) + **lehibe** (big) = adult	**zavatra** (thing) + **fisotro** (drink) = beverage
toetra (state) + **zavatra** (things) = condition	**hery** (strength) + **fo** (heart) = courage
takelaka (plates) + **volamena** (gold) = gold plates	**malalaka** (free) + **Tanana** (hand) = generous
trano (house) + **varotra** (sell) = store	**zavatra** (thing) + lehibe (big) = important
loharano (source) + **fifaliana** (happiness) = source of happiness	**araka** (according to) + **finoana** (faith/religion) = religious
fototra (base) + **fampianarana** (teaching) = doctrine	**valy** (answer) + **vavaka** (prayer) = answer to prayer
	fanjakana (kingdom) + **voninahitra** (glory) = kingdom of glory
manala (to remove) + **zaza** (child) = abortion	**mahadio** (to clean) + **fitondrantena** (behavior) = chastity
mivory (to meet) + **fiangonana** (church) = church services	**miova** (to change) + **fo** (heart) = conversion
manapaka (to cut off) + **hevitra** (thoughts) = decision	**mifady** (to abstain) + **hanina** (food) = fasting
mamela (to let free) + **heloka** (guilt) = forgiveness	**mamindra** (to exchange) + **fo** (heart) = mercy
mandika (to translate) + **lalána** (law) = transgression	**milaza** (to say/declare) + **tsara** (good) = gospel
mandahatra (to arrange) + **fotoana** (time) = schedule	**mandoa** (pay) + **vola** (money) = payment

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